

# The Organization and Instructional Shifts of the Standards

Grades K-4



**Palmdale School District**

**August 6, 2025**

**Crystal Ramos, M.Ed.**

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## The Center for Teaching for Biliteracy





**Melody Wharton, M.Ed.**  
Co-Founder



**Melody Wharton, M.Ed.**



**Crystal Ramos, M.Ed.**



**Susan Pryor, M.Ed.**



**Dana Baum, M.Ed.**



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### 3-Day Overview

| August 5, 2025                                                        | August 6, 2025                                             | August 7, 2025                                |
|-----------------------------------------------------------------------|------------------------------------------------------------|-----------------------------------------------|
| <b>Characteristics of Effective Biliteracy Instruction</b>            | The Organization and Instructional Shifts of the Standards | Planning for Effective Biliteracy Instruction |
| Whole group – Welcome<br><br>Breakouts by grade band (k-2, 3-5 & 6-8) | Breakouts by grade band (K-4 & 5-8)                        | Whole group – seated by grade level           |



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### Session Purpose:

Build a shared understanding of the organization and instructional shifts of the content and literacy standards and their implication on planning and instructional design.



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# Agenda:

- Welcome & Introductions
- Standards-based Instruction
- CA History-Social Science Standards
- CA Science Standards
- CA Common Core Language Arts Standards:
  - Reading
  - Writing
- Closure and Preparing for Tomorrow



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## Materials for today's session



Center for Teaching for Biliteracy  
www.TeachingforBiliteracy.com

### 3-Day Overview Palmdale School District, CA

| August 5, 2025                                      | August 6, 2025                                             | August 7, 2025                                |
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| Grade Band | Presenter      | Contact Information                                                                      |
|------------|----------------|------------------------------------------------------------------------------------------|
| K-4        | Crystal Ramos  | <a href="mailto:teachingforbiliteracyCR@gmail.com">teachingforbiliteracyCR@gmail.com</a> |
| 5-8        | Melody Wharton | <a href="mailto:teachingforbiliteracyMW@gmail.com">teachingforbiliteracyMW@gmail.com</a> |

### The Organization and Instructional Shifts of the Standards

August 6, 2025 Session Outcomes:

- Identify
- Explain
- Describe
- Investigate

Resource  
Packet

### 1<sup>st</sup> grade Standards Analysis

History-Social Science

| Dimension 1:<br>Developing Questions and Planning Inquiries | Dimension 2:<br>Applying Disciplinary Tools and Concepts                           | Dimension 3:<br>Evaluating Sources and Using Evidence | Dimension 4:<br>Communicating Conclusions and Taking Informed Action |
|-------------------------------------------------------------|------------------------------------------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------------------|
|                                                             | 1.1 - Students describe the rights and individual responsibilities of citizenship. |                                                       |                                                                      |

### 1-LS3 Heredity: Inheritance and Variation of Traits

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>1-LS3-1</b> Heredity: Inheritance and Variation of Traits</p> <p>Students who demonstrate understanding can:</p> <p><b>1-LS3-1-1</b> Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.</p> <p>Students who demonstrate understanding can:</p> <p><b>1-LS3-1-2</b> Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.</p> | <p><b>Science and Engineering Practices</b></p> <p>Constructing Explanations and Designing Solutions</p> <p>Students will use their experiences and prior knowledge to construct an evidence-based account of natural phenomena and design a solution to a problem.</p> <p><b>Disciplinary Core Ideas</b></p> <p>Life Science</p> <p>Heredity</p> <p>Students will understand that traits are passed from parents to offspring.</p> | <p><b>Crosscutting Concepts</b></p> <p>Patterns</p> <p>Students will understand that patterns can be used to describe the phenomena, evidence. (LS-3-1)</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|

Grade Level  
Standards  
Analysis  
Document



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[www.TeachingforBiliteracy.com](http://www.TeachingforBiliteracy.com)

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### The Organization and Instructional Shifts of the Standards

#### August 6, 2025 - Session Outcomes:

- Identify the key instructional shifts inherent in the CCSS, NGSS, and CA H-SS Framework and explain how they shape expectations for teaching and learning.
- Describe how the organizational structures of each set of standards guide planning and instructional design.

- Hello! My name is...
- I work \_\_\_\_ and I \_\_\_\_ (role).
- In reading the outcomes, I notice that...
- I am excited to...
- What about you?



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## Palmdale Professional Learning Expectations

- Be open to new ideas
- Presume positive intentions
- Be an active participant
- Avoid side conversations
- Place cell phones on vibrate
- Be present (avoid checking emails/messages and working on other projects except during lunch)
- Be on time for all sessions
- Please no videorecording any part of the day



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# Agenda:



## Welcome & Introductions

- **Standards-based Instruction**
- CA History-Social Science Standards
- CA Science Standards
- CA Common Core Language Arts Standards:
  - Reading
  - Writing
- Closure and Preparing for Tomorrow



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## Meaningful Frame

**Content**

**Reading**

**Writing**

**Content...**  
comes from  
science,  
social  
studies,  
SEL,  
universal  
theme,  
topic



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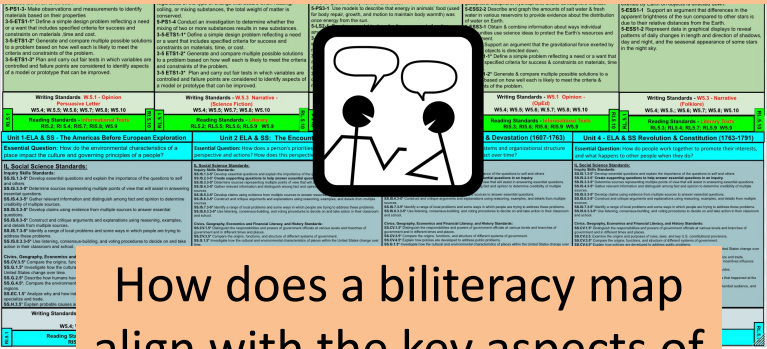
10



## How does a biliteracy map support your vision: students meeting the goals of the program?

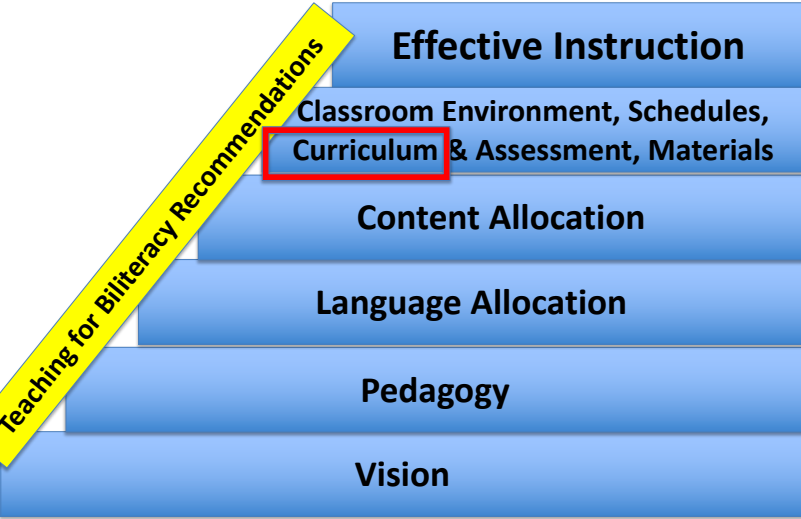


## How does a biliteracy map align with the key aspects of your pedagogy?




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## Systems Approach to Sustaining Effective Biliteracy Instruction





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they each offer a high-quality dual immersion program. The administration and staff across all

## **Standards-Based Biliteracy Units:** Integrating language, literacy, and content areas that build on each other and across languages.

language supports that are differentiated based on the academic and linguistic needs of students.

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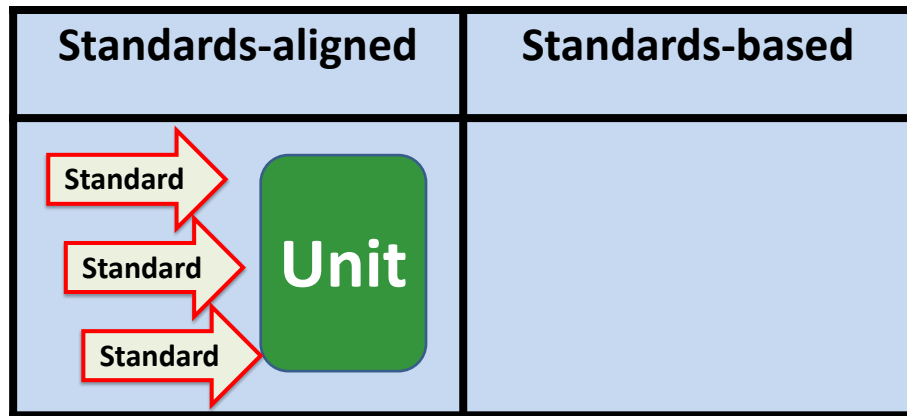
## **Biliteracy Maps:**

**Standards-based  
vs.  
Standards-aligned**



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## Standards-aligned vs. Standards-based?

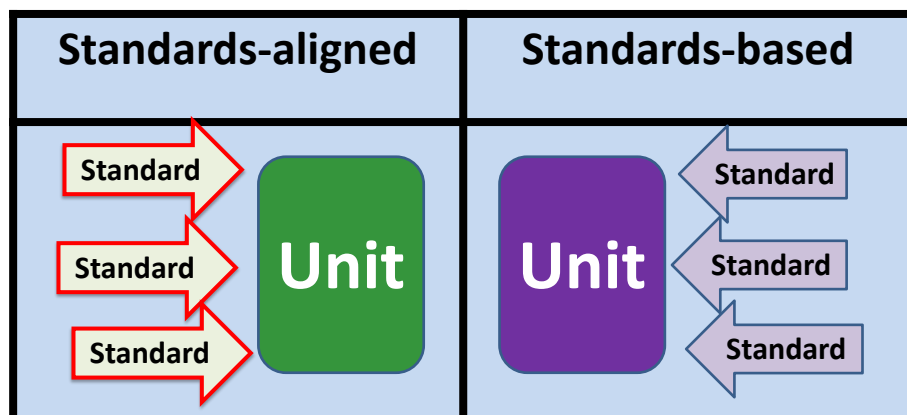


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## Standards-aligned vs. Standards-based?



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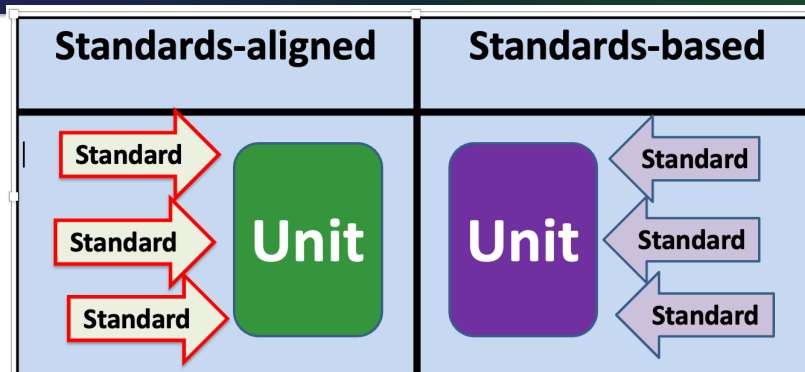


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## Standards-based Instruction



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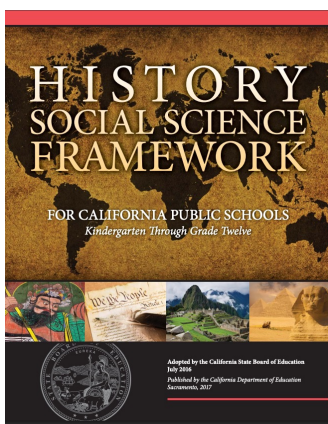
In other words, standards-aligned is when \_\_\_\_ while standards-based means \_\_\_\_.



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**NEXT GENERATION  
SCIENCE  
STANDARDS**





**COMMON CORE  
STATE STANDARDS INITIATIVE**  
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER



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| Reflection                                                               |                                                                                                                                                                                             |
|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I know/learned that the instructional shifts of the standards involve... | <div style="background-color: yellow; padding: 10px; text-align: center; font-weight: bold; margin-bottom: 10px;">                         Resource Packet p. 18                     </div> |
| This means that in my practice, I will need to...                        |                                                                                                                                                                                             |
| Other Notes/<br>Wonderings                                               |                                                                                                                                                                                             |



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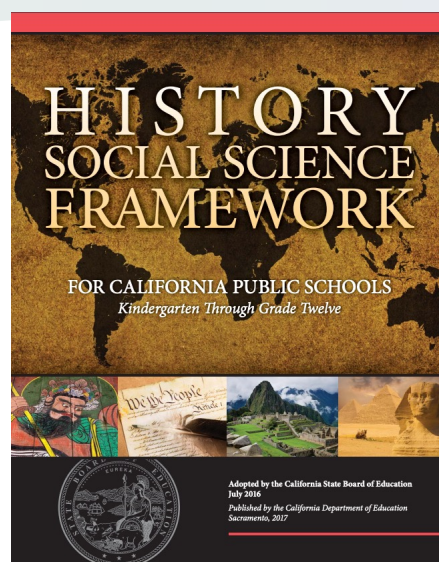
# Agenda:

- ✓ Welcome & Introductions
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## History and Social Studies



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<https://www.socialstudies.org/c3>

 **National Council for the Social Studies**  
Preparing Students for College, Career, and Civic Life

Search this site... 

About Advocacy Annual Conference Professional Learning Member Services Publications Resources Standards

### College, Career, and Civic Life (C3) Framework for Social Studies State Standards

#### College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History

The result of a three year state-led collaborative effort, the College, Career, and Civic Life (C3) Framework for Social Studies State Standards was developed to serve two audiences: for states to upgrade their state social studies standards and for practitioners — local school districts, schools, teachers and curriculum writers — to strengthen their social studies programs. Its objectives are to: a) enhance the rigor of the social studies disciplines; b) build critical thinking, problem solving, and participatory skills to become engaged citizens; and c) align academic programs to the Common Core State Standards for English Language Arts and Literacy in History/Social Studies.

In June 2017, a Religious Studies Companion Document was added as a Supplement to the C3 Framework. It is included in the downloadable pdf file of the Framework.

 [Download C3 Framework PDF](#)

#### Resources for Using C3

##### Resources from the C3 Literacy Collaborative

The College, Career and Civic Life (C3) Framework for Social Studies State Standards re-envision the purpose and instructional practices of social studies education in the states. Through a grant from the Bill & Melinda Gates Foundation, National Council for the Social Studies, in partnership with the National Center for Literacy Education (NCLE), developed these free professional learning tools, and resources to help school teachers from across the nation use the College, Career, and Civic Life (C3) Framework for Social Studies State Standards.

[SEE ALL THE C3LC RESOURCES »](#)

#### What are the guiding principles?

The C3 is driven by the following shared principles about high quality social studies education:

- Social studies prepares the nation's young people for college, careers, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
- Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and

 **Teaching the College, Career, and Civic Life (C3) Framework:**

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## C3 Social Science Standards – the **shift**

“The C3 Framework focuses on **inquiry** skills and key concepts, and guides—not prescribes—the choice of curricular content necessary for a rigorous social studies program.”

<https://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf>



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| Organization of the C3                                                       |                                                 |                                              |                                                             |
|------------------------------------------------------------------------------|-------------------------------------------------|----------------------------------------------|-------------------------------------------------------------|
| Dimension 1:                                                                 | Dimension 2:                                    | Dimension 3:                                 | Dimension 4:                                                |
| <b>Developing Questions and Planning Inquiries</b>                           | <b>Applying Disciplinary Tools and Concepts</b> | <b>Evaluating Sources and Using Evidence</b> | <b>Communicating Conclusions and Taking Informed Action</b> |
| *In CA, these are the Analysis Skills which are to be embedded in every unit | <b>Civics</b>                                   | Gathering and Evaluating Sources*            | Communicating and Critiquing Conclusions*                   |
|                                                                              | <b>Economics</b>                                |                                              |                                                             |
|                                                                              | <b>Geography</b>                                | Developing Claims and Using Evidence*        | Taking Informed Action*                                     |
|                                                                              | <b>History</b>                                  |                                              |                                                             |

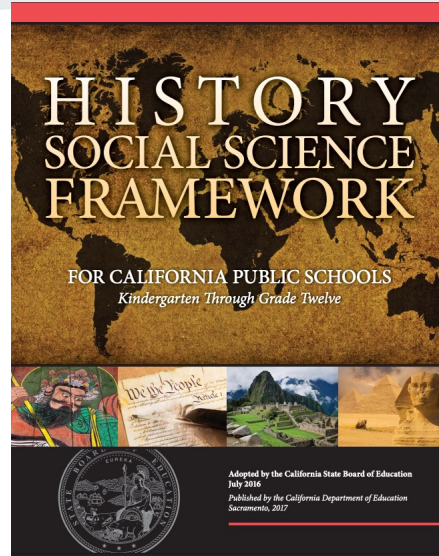
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Implementing all four dimensions of the C3 into HSS instruction would...



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# History and Social Studies



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## Introduction

### CHAPTER 1

#### Content. Inquiry. Literacy. Citizenship.

This framework guides educators as they design, implement, and maintain a coherent course of study to teach content, develop inquiry-based critical thinking skills, improve reading comprehension and expository writing ability, and promote an engaged and knowledgeable citizenry in history and the related social sciences.

The subject areas covered in this framework offer students the opportunity to learn about the world and their place in it, think critically, read, write, and communicate clearly. History, civics and government, geography, and economics are integral to the mission of preparing California's children for college, careers, and civic life. These disciplines develop students' understanding of the physical world, encourage their participation in our democratic system of government, teach them about our past, inform their financial choices, and improve their ability to make reasoned decisions based upon evidence. Moreover, these disciplines play a vital role in the development of student literacy because of a shared emphasis on text, argumentation, and use of evidence.

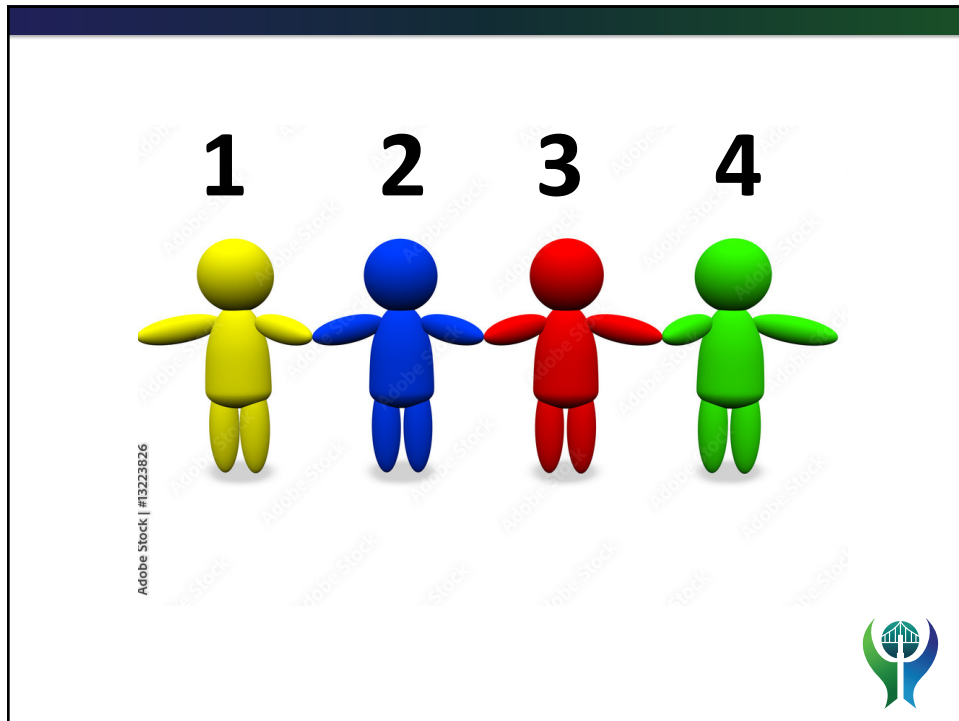
p. 2 of  
Resource  
Packet

examples throughout  
nce and the History—  
so organizes the grade-  
jiry as an effective and  
iven field. Additionally,  
and **How does it**  
**mbian Exchange?**  
eir content knowledge  
be contextualized and

take center stage—for  
phic dimensions as  
ccess of “doing  
es are interpretive  
these subjects are

direction in which  
elf. This HSS

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**p. 2-5 of  
Resource Packet**

**Unpacking the CA HSS Framework**

Introduction (of the History Social Science Framework)

The HSS Framework provides both a theoretical rationale and concrete classroom examples throughout the document to support the implementation of a new vision for history-social science and the History-Social Science Content Standards for California Public Schools (HSS Standards). It also organizes the grade-level content around questions of significance, designed to promote the use of inquiry as an effective and engaging instructional method, and incorporates the most recent scholarship in a given field. Additionally, the HSS Framework includes broad questions, such as **What does freedom mean?** and **How does it change over time?** as well as more narrow inquiries, such as **Why was there a Columbian Exchange?** Framing instruction around questions of significance allows students to develop their content knowledge in greater depth, and to create a narrative arc around which other information can be contextualized and utilized to address issues and problems in modern society.

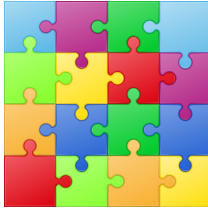
The HSS Framework also allows the natural connections between the disciplines to take center stage—for example, by examining an important event from its economic, political, and geographic dimensions as well as its place in the chronology of the past. Finally, it engages students in the process of “doing history,” which communicates to students that history and the related social sciences are interpretive disciplines; that is, rather than having a stagnant body of information to memorize, these subjects are continually being shaped and reinterpreted.

The HSS Framework extends the standards in a historically nuanced and significant direction in which students learn history and the related social sciences by practicing the discipline itself. This HSS

## Jigsaw

**Intro (p. 2)**

1. Content (p. 3)
2. Inquiry (p. 4)
3. Literacy (p. 4)
4. Citizenship (p. 5)



My section is about...

The big ideas are...

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## History Social Science Standards – The Shift

The instructional approach of the HSS ‘should be **inquiry-based**, whereby students investigate the “how” and “why” of historical developments.’

[https://www.scoe.net/castandards/Documents/summary\\_history\\_framework.pdf](https://www.scoe.net/castandards/Documents/summary_history_framework.pdf)



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## CA History & Social Science Standards K-5

### Elementary Themes

*Use as a Framework for Addressing the Standards*

|                      |                                                          |
|----------------------|----------------------------------------------------------|
| <b>Kindergarten:</b> | Learning and Working Now and Long Ago                    |
| <b>First Grade:</b>  | A Child's Place in Time and Space                        |
| <b>Second Grade:</b> | People Who Make a Difference                             |
| <b>Third Grade:</b>  | Continuity and Change                                    |
| <b>Fourth Grade:</b> | California: A Changing State                             |
| <b>Fifth Grade:</b>  | United States History and Geography: Making a New Nation |

Source: <https://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>



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# CA History & Social Science Standards 6-8

## Middle Grades

*Use as a Framework for Addressing the Standards*

### Grade Six:

World History and Geography: Ancient Civilizations

### Grade Seven:

World History and Geography: Medieval and Early Modern Times

### Grade Eight:

United States History and Geography: Growth and Conflict

Source: <https://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf>



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## Historical and Social Sciences Analysis Skills

The intellectual skills noted below are to be learned through and applied to the content standards for kindergarten through grade five. They are to be assessed *only in conjunction with* the content standards in kindergarten through grade five.

In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual reasoning, reflection, and research skills:

### Chronological and Spatial Thinking

1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
2. Students correctly apply terms related to time, including *past, present, future, decade, century, and generation*.
3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.
5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.

### Research, Evidence, and Point of View

1. Students differentiate between primary and secondary sources.
2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

K-5



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## Historical and Social Sciences Analysis Skills

### Historical Interpretation

1. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
3. Students identify and interpret the multiple causes and effects of historical events.
4. Students conduct cost-benefit analyses of historical and current events.

K-5



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## Chronological and Spatial Thinking

1. Students explain how major events are related to one another in time.

6-8

2. Students construct various time lines of key events, people, and periods of the historical era they are studying.

3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.



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## Research, Evidence, and Point of View

1. Students frame questions that can be answered by historical study and research.
2. Students distinguish fact from opinion in historical narratives and stories.
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

6-8



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## Historical Interpretation

1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.
3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
4. Students recognize the role of chance, oversight, and error in history.
5. Students recognize that interpretations of history are subject to change as new information is uncovered.
6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues.

6-8



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## Grade Level Standards Analysis Document

Page 1

| History-Social Science                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                          |                                                                               |
|-------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------------------------|
| Dimension 1:<br>Developing<br>Questions and<br>Planning Inquiries | Dimension 2:<br>Applying Disciplinary<br>Tools and Concepts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Dimension 3:<br>Evaluating Sources<br>and Using Evidence | Dimension 4:<br>Communicating<br>Conclusions and<br>Taking Informed<br>Action |
|                                                                   | <p>1.1 Students describe the rights and individual responsibilities of</p> <p>1. Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, school, and community.</p> <p>2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."</p> |                                                          |                                                                               |

**Standard**

**Sub-standards**

Define and contextualize the standard; therefore, they have to be read together

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## History Social Science Standards – The Shift

The instructional approach of the HSS 'should be **inquiry-based**, whereby students investigate the "how" and "why" of historical developments.'

[https://www.scoe.net/castandards/Documents/summary\\_history\\_framework.pdf](https://www.scoe.net/castandards/Documents/summary_history_framework.pdf)



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## Let's Practice with the Inquiry Arc!

### Grade Level Standards Analysis Document

| History-Social Science                                                |                                                                                                 |                                                                                                                    |                                                                               |
|-----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Dimension 1:<br>Developing                                            | Dimension 2:<br>Applying Disciplinary<br>Tools and Concepts                                     | Dimension 3:<br>Evaluating Sources<br>and Using Evidence                                                           | Dimension 4:<br>Communicating<br>Conclusions and<br>Taking Informed<br>Action |
| <p><b>How &amp; Why</b></p>                                           | <p>1.1 Students describe the rights and responsibilities of</p> <p><b>What</b></p>              | <p>What sources will they use?</p> <p>What perspectives do they represent?</p> <p>How will you guide analysis?</p> | <p>What will students do with the information they have acquired?</p>         |
| <p>How will you get them to ask questions to guide their inquiry?</p> | <p>A standard from one of your grade level disciplines</p> <p>meaning of the "Golden Rule."</p> |                                                                                                                    |                                                                               |

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## Check out your grade level's framework.

|                                                                                                 |                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>K-12<br/>History and Social Science<br/>Framework</b>                                        | <br><a href="https://bit.ly/CAHSSF">https://bit.ly/CAHSSF</a>     |
| <b>PTKLF History and Social<br/>Science Introduction</b><br><small>(p. 4-5 of document)</small> | <br><a href="https://bit.ly/PTKLFhss">https://bit.ly/PTKLFhss</a> |

p. 6 of Resource Packet



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 **California** DEPARTMENT OF **EDUCATION**

Teaching & Learning - Testing & Accountability - Finance & Grants - Data

Home / Teaching & Learning / History-Social Science / History-Social Science Framework

## History-Social Science Framework

The State Board of Education adopted the History-Social Science Framework on July 14, 2016. This is the

### History-Social Science Framework – Whole Document

[2016 History-Social Science Framework](#) (PDF; 11MB) (Note: this is a large file, allow time to load or save opening.)

### History-Social Science Framework – By Chapter

[Table of Contents](#) (PDF)

[Chapter 1: Introduction](#) (PDF)

[Chapter 2: Instructional Practice for Kindergarten through Grade Five](#) (PDF)

[Chapter 3: Kindergarten – Learning and Working Now and Long Ago](#) (PDF)

[Chapter 4: Grade One – A Child's Place in Time and Space](#) (PDF)

[Chapter 5: Grade Two – People Who Make a Difference](#) (PDF)

[Chapter 6: Grade Three – Continuity and Change](#) (PDF)

[Chapter 7: Grade Four–California: A Changing State](#) (PDF)

[Chapter 8: Grade Five – United States History and Geography: Making a New Nation](#) (PDF)

[Chapter 9: Instructional Practice for Grades Six through Eight](#) (PDF)

[Chapter 10: Grade Six – World History and Geography: Ancient Civilizations](#) (PDF)

[Chapter 11: Grade Seven – World History and Geography: Medieval and Early Modern Times](#) (PDF)

[Chapter 12: Grade Eight – United States History and Geography: Growth and Conflict](#) (PDF)




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**Grade Eight**

## CHAPTER 12

### United States History and Geography: Growth and Conflict

- What did freedom mean to the nation's founders, and how did it change over time?
- How and why did the United States expand?
- Who is considered an American?

The eighth-grade course of study begins with an intensive review of the major ideas, issues, and events that shaped the founding of the nation. In their study of this era, students will view American history through the lens of people who were trying—and are still trying—to fulfill the promise of the Declaration of Independence and the Constitution. Throughout their eighth-grade United States history and geography course, students will confront the themes of freedom, equality, and liberty and their changing definitions over time. This course will explore the geography of place, movement, and region, starting with the Atlantic seaboard and then American westward expansion and economic development, the Civil War and Reconstruction, and finally, industrialization.

In your teams,  
read your grade  
level's framework.

At our grade level,  
students will...  
Teachers will...



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[Teaching & Learning](#) - [Testing & Accountability](#) - [Finance & Grants](#) - [Data](#)

Home / Teaching & Learning / History-Social Science / History-Social Science Framework

## History-Social Science Framework

[Appendix A: Capacities of Literate Individuals](#) (PDF)  
[Appendix B: Problems, Questions, and Themes in the History and Geography Classroom](#) (PDF)  
[Appendix C: History-Social Science Content Standards](#) (PDF)  
[Appendix D: Teaching the Contemporary World](#) (PDF)  
[Appendix E: Educating for Democracy: Civic Education in the History-Social Science Curriculum](#) (PDF)  
[Appendix F: Religion and History-Social Science Education](#) (PDF)  
[Appendix G: California Education and the Environment Initiative](#) (PDF)  
[Appendix H: Practicing Civic Engagement: Service-Learning in the History-Social Science Framework](#) (PDF)  
[Works Cited](#) (PDF)

[Chapter 9: Instructional Practice for Grades Six through Eight](#) (PDF)  
[Chapter 10: Grade Six – World History and Geography: Ancient Civilizations](#) (PDF)  
[Chapter 11: Grade Seven – World History and Geography: Medieval and Early Modern Times](#) (PDF)  
[Chapter 12: Grade Eight – United States History and Geography: Growth and Conflict](#) (PDF)



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# The instructional shifts of the CA History and Social Studies standards include...

## To teach these shifts, I need to...

### Unpacking the CA HSS Framework

#### Introduction (of the History Social Science Framework)

The HSS Framework provides both a theoretical rationale and concrete classroom examples throughout the document to support the implementation of a new vision for history-social science and the History-Social Science Content Standards for California Public Schools (HSS Standards). It also organizes the grade-level content around questions of significance, designed to promote the use of inquiry as an effective and engaging instructional method, and incorporates the most recent scholarship in a given field. Additionally, the HSS Framework includes broad questions, such as **What does freedom mean?** and **How does it change over time?** as well as more narrow inquiries, such as **Why was there a Columbian Exchange?** Framing instruction around questions of significance allows students to develop their content knowledge in greater depth, and to create a narrative arc around which other information can be contextualized and utilized to address issues and problems in modern society.

The HSS Framework also allows the natural connections between the disciplines to take center stage—for example, by examining an important event from its economic, political, and geographic dimensions as well as its place in the chronology of the past. Finally, it engages students in the process of “doing history,” which communicates to students that history and the related social sciences are interpretive disciplines; that is, rather than having a stagnant body of information to memorize, these subjects are continually being shaped and reinterpreted.

The HSS Framework extends the standards in a historically nuanced and significant direction in which students learn history and the related social sciences by practicing the discipline itself. This HSS



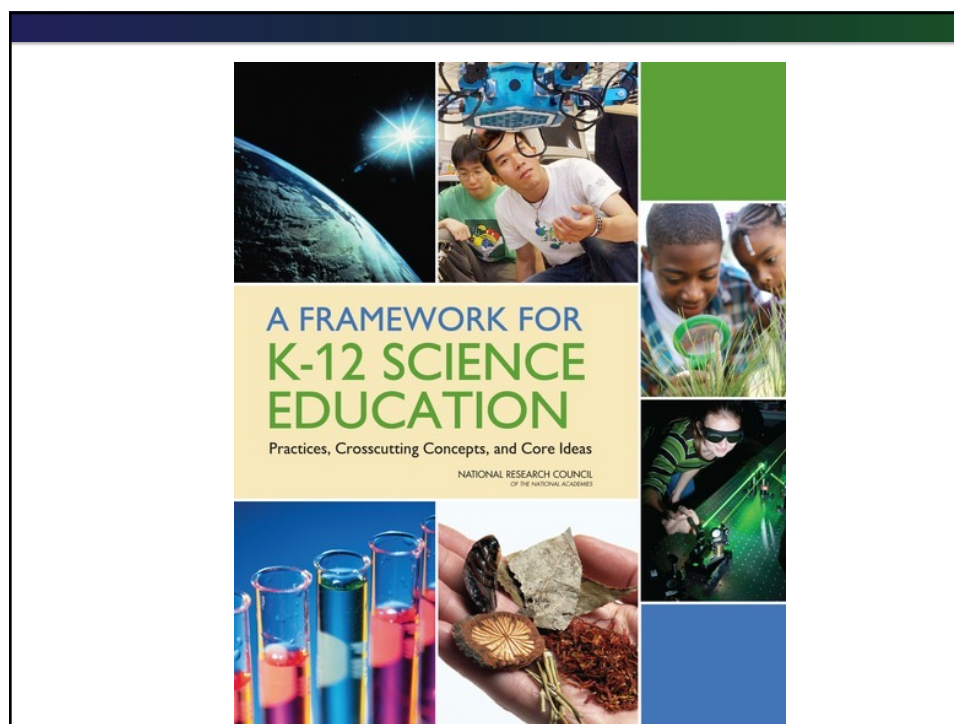
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# Agenda:

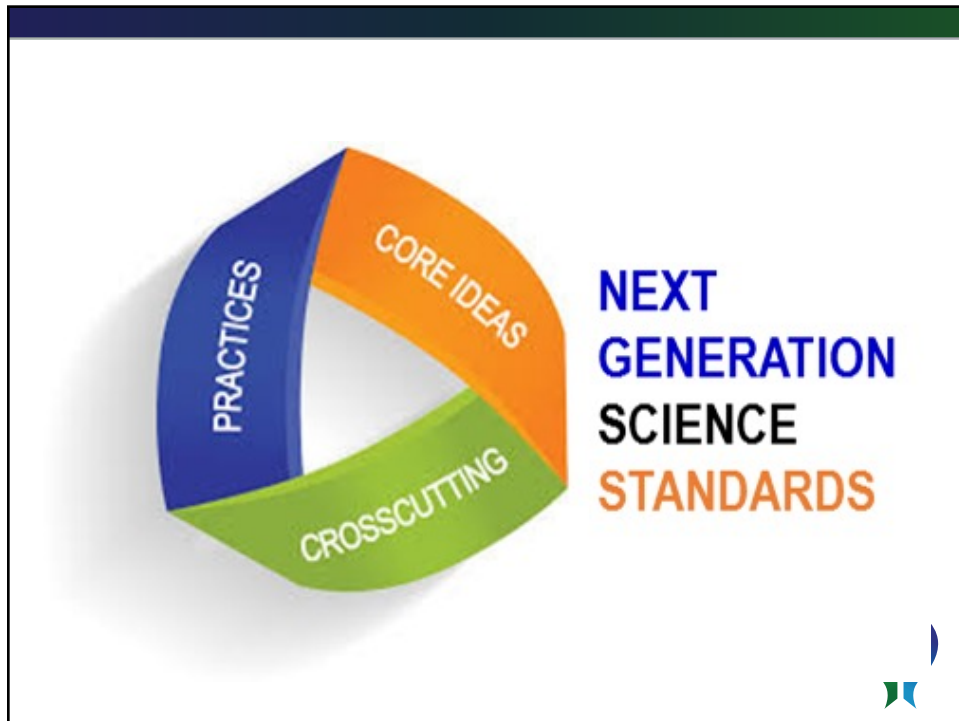
- ✓ Welcome & Introductions
- ✓ Standards-based Instruction
- ✓ CA History-Social Science Standards
- **CA Science Standards**
  - CA Common Core Language Arts Standards:
    - Reading
    - Writing
  - Closure and Preparing for Tomorrow



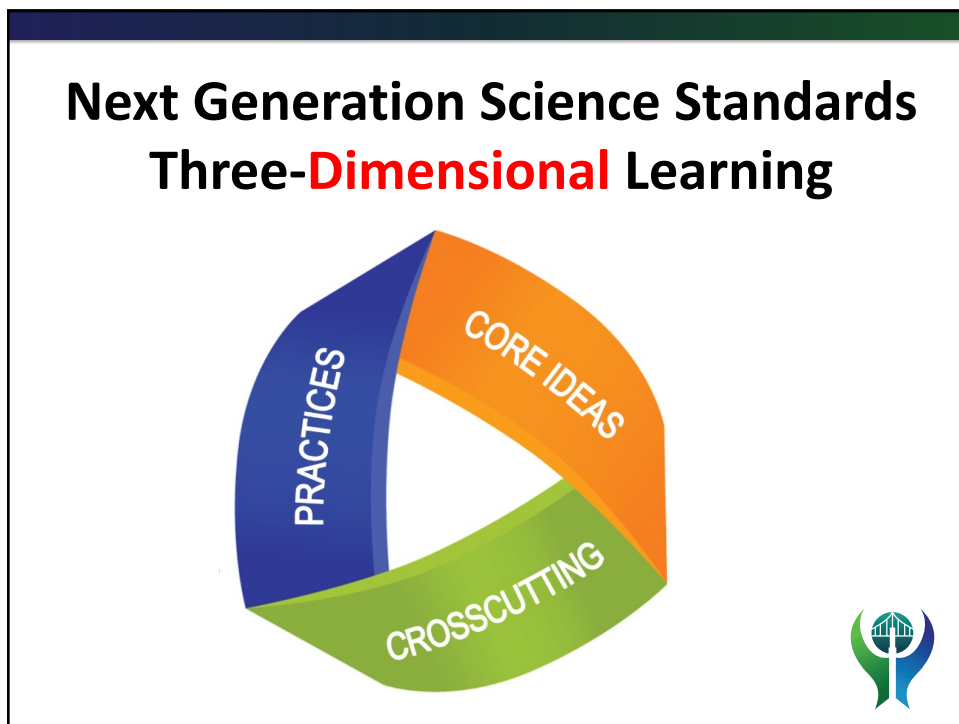
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## Organization of the NGSS

Page 9

Next Generation Science **Standards** =  
**Performance Expectations**

Science and  
Engineering  
Practices

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**Appendix F: Science  
and Engineering  
Practices**

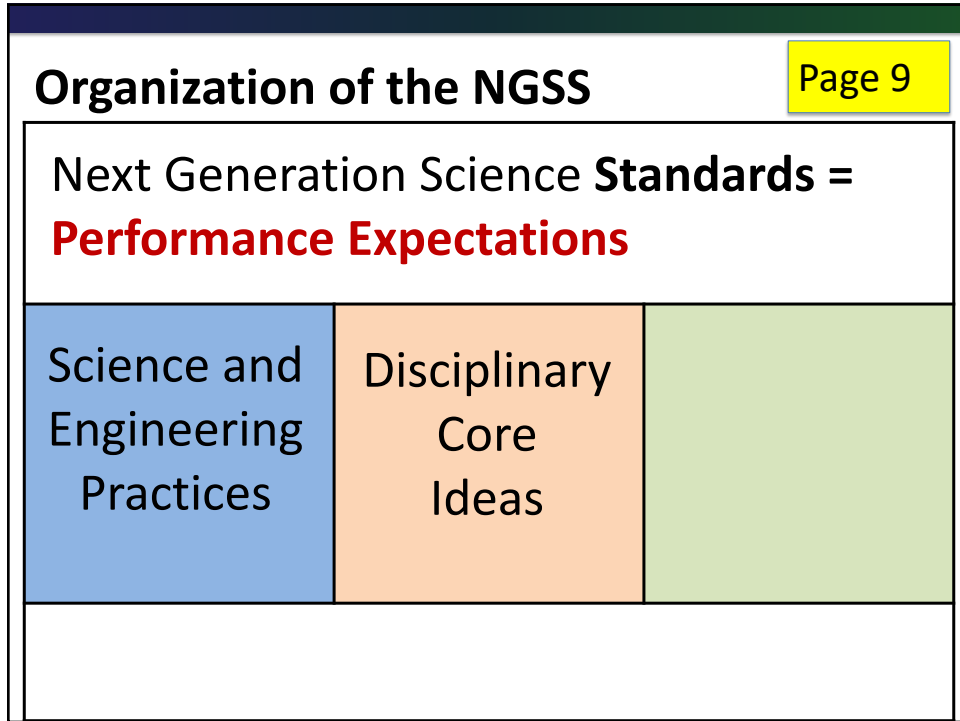
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|      |                                                                                       |
|------|---------------------------------------------------------------------------------------|
| Orga | 1. Asking questions (for science) and defining problems (for engineering)             |
| Nex  | 2. Developing and using models                                                        |
| Perf | 3. Planning and carrying out investigations                                           |
|      | 4. Analyzing and interpreting data                                                    |
| Scie | 5. Using mathematics and computational thinking                                       |
| Engi | 6. Constructing explanations (for science) and developing solutions (for engineering) |
| Pro  | 7. Engaging in argument from evidence                                                 |
|      | 8. Obtaining, evaluating, and communicating information                               |

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| K-8 NGSS Strand Progression                                     |   |   |   |   |   |   |    |     |
|-----------------------------------------------------------------|---|---|---|---|---|---|----|-----|
|                                                                 | K | 1 | 2 | 3 | 4 | 5 | 6  | 7-8 |
| ETS - Engineering Design                                        |   | X |   |   | X |   |    | X   |
| PS1 - Matter and Its Interactions                               |   |   | X |   |   |   | X  | X   |
| PS2 - Motion and Stability                                      |   |   |   |   |   |   |    |     |
| PS3 - Energy                                                    | X |   |   |   | X | X | X  |     |
| PS4 - Waves and their Application in Technology for Information |   | X |   |   | X |   |    | X   |
| LS1 - From Molecule to Organism                                 | X | X |   | X | X | X | X  | X   |
| LS2 - Ecosystems: Interaction, Energy, & Dynamics               |   |   | X | X |   | X |    | X   |
| LS3 - Heredity                                                  |   | X |   | X |   |   |    | X   |
| LS4 - Biological Evolution: Unity and Diversity                 |   |   | X | X |   |   |    | X   |
| ESS1 - Earth's Place in the Universe                            |   | X | X |   | X | X | X  |     |
| ESS2 - Earth's Systems                                          | X |   | X | X | X | X | X  |     |
| ESS3 - Earth and Human Activity                                 | X |   |   | X | X | X | X  |     |
| Total strands                                                   | 5 | 4 | 5 | 7 | 6 | 8 | 11 |     |

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Appendix E:

Disciplinary Core Idea Progressions

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## Organization of the NGSS

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Next Generation Science **Standards** =  
**Performance Expectations**

Science and  
Engineering  
Practices

- D
- Physical Science
  - Life Science
  - Earth Space Science

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### K-8 NGSS Strand Progression

Page 10

|                                                                 | K | 1 | 2 | 3 | 4 | 5 | MS |
|-----------------------------------------------------------------|---|---|---|---|---|---|----|
| ETS - Engineering Design                                        |   | X |   |   | X |   | x  |
| PS1 - Matter and Its Interactions                               |   |   | x |   |   | x | x  |
| PS2 - Motion and Stability                                      |   |   |   |   |   | x | x  |
| PS3 - Energy                                                    |   |   |   |   |   | x | x  |
| PS4 - Waves and their Application in Technology for Information |   |   |   |   |   |   | x  |
| LS1 - From Molecule to Organism                                 | x | x |   | x | x | x | x  |
| LS2 - Ecosystems: Interaction, Energy, & Dynamics               |   |   | x | x |   | x | x  |
| LS3 - Heredity                                                  |   | x |   | x |   |   | x  |
| LS4 - Biological Evolution: Unity and Diversity                 |   |   | x | x |   |   | x  |
| ESS1 - Earth's Place in the Universe                            |   | x | x |   | x | x | x  |
| ESS2 - Earth's Systems                                          | x |   | x | x | x | x | x  |
| ESS3 - Earth and Human Activity                                 | x |   |   | x | x | x | x  |
| Total strands                                                   | 5 | 4 | 5 | 7 | 6 | 8 | 11 |

- Physical Science

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| K-8 NGSS Strand Progression                                     |   |   |   |   |   |   |    |
|-----------------------------------------------------------------|---|---|---|---|---|---|----|
|                                                                 | K | 1 | 2 | 3 | 4 | 5 | MS |
| ETS - Engineering Design                                        |   | X |   |   | X |   | x  |
| PS1 - Matter and Its Interactions                               |   |   | x |   |   | x | x  |
| PS2 - Motion and Stability                                      | x |   |   | x |   | x | x  |
| PS3 - Energy                                                    | x |   |   |   | x | x | x  |
| PS4 - Waves and their Application in Technology for Information |   | x |   |   | x |   | x  |
| LS1 - From Molecule to Organism                                 |   | x |   | x | x | x | x  |
| LS2 - Ecosystems: Interaction, Energy, & Dynamics               |   |   |   |   |   | x | x  |
| LS3 - Heredity                                                  |   |   |   |   |   |   | x  |
| LS4 - Biological Evolution: Unity and Diversity                 |   |   | x | x |   |   | x  |
| ESS1 - Earth's Place in the Universe                            |   | x | x |   | x | x | x  |
| ESS2 - Earth's Systems                                          | x |   | x | x | x | x | x  |
| ESS3 - Earth and Human Activity                                 | x |   |   | x | x | x | x  |
| Total strands                                                   | 5 | 4 | 5 | 7 | 6 | 8 | 11 |

Page 10

### Life Science

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| K-8 NGSS Strand Progression                                     |   |   |   |   |   |   |    |
|-----------------------------------------------------------------|---|---|---|---|---|---|----|
|                                                                 | K | 1 | 2 | 3 | 4 | 5 | MS |
| ETS - Engineering Design                                        |   | X |   |   | X |   | x  |
| PS1 - Matter and Its Interactions                               |   |   | x |   |   | x | x  |
| PS2 - Motion and Stability                                      | x |   |   | x |   | x | x  |
| PS3 - Energy                                                    | x |   |   |   | x | x | x  |
| PS4 - Waves and their Application in Technology for Information |   | x |   |   | x |   | x  |
| LS1 - From Molecule to Organism                                 | x | x |   | x | x | x | x  |
| LS2 - Ecosystems: Interaction, Energy, & Dynamics               |   |   | x | x |   | x | x  |
| LS3 - Heredity                                                  |   | x |   | x |   |   | x  |
| LS4 - Biological Evolution: Unity and Diversity                 |   |   | x | x |   |   | x  |
| ESS1 - Earth's Place in the Universe                            |   |   |   |   |   |   | x  |
| ESS2 - Earth's Systems                                          |   |   |   |   |   |   | x  |
| ESS3 - Earth and Human Activity                                 |   |   |   |   |   |   | x  |
| Total strands                                                   | 5 | 4 | 5 | 7 | 6 | 8 | 11 |

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### Earth Space Science

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| K-8 NGSS Strand Progression                                     |   |   |   |   |   |   |    |
|-----------------------------------------------------------------|---|---|---|---|---|---|----|
| Page 10                                                         |   |   |   |   |   |   |    |
|                                                                 | K | 1 | 2 | 3 | 4 | 5 | MS |
| ETS - Engineering Design                                        |   | X |   |   | X |   | x  |
| PS1 - Matter and Its Interactions                               |   |   | x |   |   | x | x  |
| PS2 - Motion and Stability                                      | x |   |   | x |   | x | x  |
| PS3 - Energy                                                    | x |   |   |   | x | x | x  |
| PS4 - Waves and their Application in Technology for Information |   | x |   |   | x |   | x  |
| LS1 - From Molecule to Organism                                 | x | x |   | x | x | x | x  |
| LS2 - Ecosystems: Interaction, Energy, & Dynamics               |   |   | x | x |   | x | x  |
| LS3 - Heredity                                                  |   | x |   | x |   |   | x  |
| LS4 - Biological Evolution: Unity and Diversity                 |   |   | x | x |   |   | x  |
| ESS1 - Earth's Place in the Universe                            |   | x | x |   | x | x | x  |
| ESS2 - Earth's Systems                                          | x |   | x | x | x | x | x  |
| ESS3 - Earth and Human Activity                                 | x |   |   | x | x | x | x  |
| Total strands                                                   | 5 | 4 | 5 | 7 | 6 | 8 | 11 |

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| K-8 NGSS Strand Progression                                     |   |   |   |   |   |   |    |
|-----------------------------------------------------------------|---|---|---|---|---|---|----|
| Page 10                                                         |   |   |   |   |   |   |    |
|                                                                 | K | 1 | 2 | 3 | 4 | 5 | MS |
| ETS - Engineering Design                                        |   | X |   |   | X |   |    |
| PS1 - Matter and Its Interactions                               |   |   | x |   |   | x | x  |
| PS2 - Motion and Stability                                      | x |   |   | x |   |   |    |
| PS3 - Energy                                                    | x |   |   |   | x | x | x  |
| PS4 - Waves and their Application in Technology for Information |   | x |   |   | x |   | x  |
| LS1 - From Molecule to Organism                                 | x | x |   | x | x | x | x  |
| LS2 - Ecosystems: Interaction, Energy, & Dynamics               |   |   | x | x |   | x | x  |
| LS3 - Heredity                                                  |   | x |   | x |   |   | x  |
| LS4 - Biological Evolution: Unity and Diversity                 |   |   | x | x |   |   | x  |
| ESS1 - Earth's Place in the Universe                            |   | x | x |   | x | x | x  |
| ESS2 - Earth's Systems                                          | x |   | x | x | x | x | x  |
| ESS3 - Earth and Human Activity                                 | x |   |   | x | x | x | x  |
| Total strands                                                   | 5 | 4 | 5 | 7 | 6 | 8 | 11 |

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| K-8 NGSS Strand Progression                                     |   |   |   |   |   |   |    |
|-----------------------------------------------------------------|---|---|---|---|---|---|----|
| Page 10                                                         |   |   |   |   |   |   |    |
|                                                                 | K | 1 | 2 | 3 | 4 | 5 | MS |
| ETS - Engineering Design                                        |   | X |   |   | X |   | x  |
| PS1 - Matter and Its Interactions                               |   |   | x |   |   | x | x  |
| PS2 - Motion and Stability                                      | x |   |   | x |   | x | x  |
| PS3 - Energy                                                    | x |   |   |   | x | x | x  |
| PS4 - Waves and their Application in Technology for Information |   | x |   |   | x |   | x  |
| LS1 - From Molecule to Organism                                 | x | x |   | x | x | x | x  |
| LS2 - Ecosystems: Interaction, Energy, & Dynamics               |   |   | x | x |   | x | x  |
| LS3 - Heredity                                                  |   | x |   | x |   |   | x  |
| LS4 - Biological Evolution: Unity and Diversity                 |   |   | x |   |   |   |    |
| ESS1 - Earth's Place in the Universe                            |   | x | x |   | x | x | x  |
| ESS2 - Earth's Systems                                          | x |   | x | x | x | x | x  |
| ESS3 - Earth and Human Activity                                 | x |   |   | x | x | x | x  |
| Total strands                                                   | 5 | 4 | 5 | 7 | 6 | 8 | 11 |

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| K-8 NGSS Strand Progression                                     |   |   |   |   |   |   |    |
|-----------------------------------------------------------------|---|---|---|---|---|---|----|
| Page 10                                                         |   |   |   |   |   |   |    |
|                                                                 | K | 1 | 2 | 3 | 4 | 5 | MS |
| ETS - Engineering Design                                        |   | X |   |   | X |   | x  |
| PS1 - Matter and Its Interactions                               |   |   | x |   |   | x | x  |
| PS2 - Motion and Stability                                      | x |   |   | x |   | x | x  |
| PS3 - Energy                                                    | x |   |   |   | x | x | x  |
| PS4 - Waves and their Application in Technology for Information |   | x |   |   | x |   | x  |
| LS1 - From Molecule to Organism                                 | x | x |   | x | x | x | x  |
| LS2 - Ecosystems: Interaction, Energy, & Dynamics               |   |   | x | x |   | x | x  |
| LS3 - Heredity                                                  |   | x |   | x |   |   | x  |
| LS4 - Biological Evolution: Unity and Diversity                 |   |   | x | x |   |   | x  |
| ESS1 - Earth's Place in the Universe                            |   | x | x |   |   |   | x  |
| ESS2 - Earth's Systems                                          | x |   | x | x | x | x | x  |
| ESS3 - Earth and Human Activity                                 |   |   |   |   |   |   | x  |
| Total strands                                                   | 5 | 4 | 5 | 7 | 6 | 8 | 11 |

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| K-8 NGSS Strand Progression                                                 |   |   |   |   |   |   |    | Page 10 |
|-----------------------------------------------------------------------------|---|---|---|---|---|---|----|---------|
|                                                                             | K | 1 | 2 | 3 | 4 | 5 | MS |         |
| ETS - Engineering Design                                                    |   | X |   |   | X |   | x  |         |
| PS1 - Matter and Its Interactions                                           |   |   |   |   |   | x | x  |         |
| PS2 - Motion and Stability: Forces and Interactions                         |   |   |   |   |   | x | x  |         |
| PS3 - Energy                                                                |   |   |   |   | x | x | x  |         |
| PS4 - Waves and Their Applications in Technologies for Information Transfer |   |   |   |   | x |   | x  |         |
| LS1 - From Molecules to the Cell                                            |   |   |   |   | x | x | x  |         |
| LS2 - Ecosystems: Interactions, Energy, and Dynamics                        |   |   |   |   |   | x | x  |         |
| LS3 - Heredity                                                              |   |   |   |   |   |   | x  |         |
| LS4 - Biological Evolution and the Origin of Species                        |   |   |   |   |   |   | x  |         |
| ESS1 - Earth's Place in the Universe                                        |   |   |   |   | x | x | x  |         |
| ESS2 - Earth's Systems                                                      |   |   |   |   | x | x | x  |         |
| ESS3 - Earth and Human Activity                                             |   |   |   |   | x | x | x  |         |
| Total strands                                                               | 5 | 4 | 5 | 7 | 6 | 8 | 11 |         |

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| Organization of the NGSS                                                      |                         |                        | Page 9 |
|-------------------------------------------------------------------------------|-------------------------|------------------------|--------|
| Next Generation Science <b>Standards</b> =<br><b>Performance Expectations</b> |                         |                        |        |
| Science and Engineering Practices                                             | Disciplinary Core Ideas | Cross-Cutting Concepts |        |
|                                                                               |                         |                        |        |

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**Appendix G:  
Crosscutting Concepts**

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## Organization of the NGSS

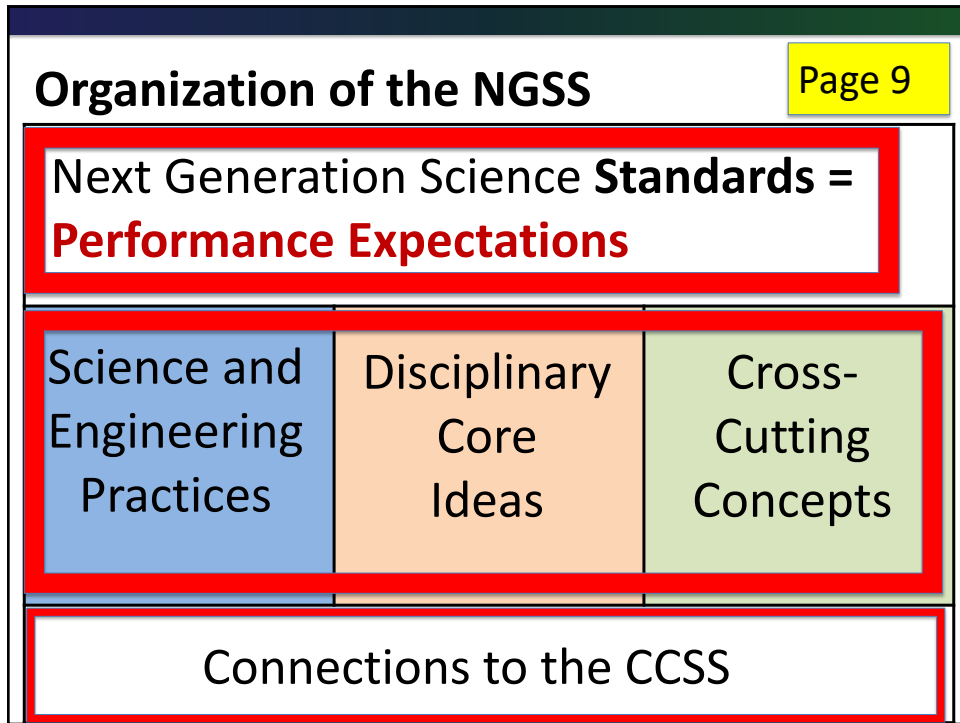
Page 9

- Patterns
- Cause and effect
- Scale, proportion, and quantity
- Systems and system models
- Flows, cycles, and conservation
- Structure and function
- Stability and change

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**5-PS1-1.** Develop a model to describe that matter is made of particles too small to be seen. [Clarification Statement: Examples of evidence supporting a model could include adding air to expand a basketball, compressing air in a syringe, dissolving sugar in water, and evaporating salt water.] [Assessment Boundary: Assessment does not include the atomic-scale mechanism of evaporation and condensation or defining the unseen particles.]

**5-PS1-2.** Measure and graph quantities to provide evidence that regardless of the type of change that occurs when heating, cooling, or mixing substances, the total weight of matter is conserved. [Clarification Statement: Examples of reactions or changes could include phase changes, dissolving, and mixing that form new substances.] [Assessment Boundary: Assessment does not include distinguishing mass and weight.]

**5-PS1-3.** Make observations and measurements to identify materials based on their properties. [Clarification Statement: Examples of materials to be identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity, response to magnetic forces, and solubility; density is not intended as an identifiable property.] [Assessment Boundary: Assessment does not include density or distinguishing mass and weight.]

**5-PS1-4.** Conduct an investigation to determine whether the mixing of two or more substances results in new substances.

**5<sup>th</sup> grade**

**Physical Science:**

**Matter and Its Interactions**

| Science and Engineering Practices                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Disciplinary Core Ideas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Crosscutting Concepts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Developing and Using Models</b><br/>Modeling in 3-5 builds on K-2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.</p> <ul style="list-style-type: none"> <li>Use models to describe phenomena. (S-PS1-1)</li> </ul> <p><b>Planning and Carrying Out Investigations</b><br/>Planning and carrying out investigations to answer questions or test solutions to problems in 3-5 builds on K-2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.</p> <ul style="list-style-type: none"> <li>Conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (S-PS1-4)</li> <li>Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon. (S-PS1-3)</li> </ul> <p><b>Using Mathematics and Computational Thinking</b><br/>Mathematical and computational thinking in 3-5 builds on K-2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions.</p> <ul style="list-style-type: none"> <li>Measure and graph quantities such as weight to address scientific and engineering questions and problems. (S-PS1-2)</li> </ul> | <p><b>PS1.A: Structure and Properties of Matter</b></p> <ul style="list-style-type: none"> <li>Matter of any type can be subdivided into particles that are too small to see, but even then the matter still exists and can be detected by other means. A model showing that gases are made from matter particles that are too small to see and are moving freely around in space can explain many observations, including the inflation and shape of a balloon and the effects of air on larger particles or objects. (S-PS1-1)</li> <li>The amount (weight) of matter is conserved when it changes form, even in transitions in which it seems to vanish. (S-PS1-2)</li> <li>Measurements of a variety of properties can be used to identify materials. (Boundary: At this grade level, mass and weight are not distinguished, and no attempt is made to define the unseen particles or explain the atomic-scale mechanism of evaporation and condensation.) (S-PS1-3)</li> </ul> <p><b>PS1.B: Chemical Reactions</b></p> <ul style="list-style-type: none"> <li>When two or more different substances are mixed, a new substance with different properties may be formed. (S-PS1-4)</li> <li>No matter what reaction or change in properties occurs, the total weight of the substances does not change. (Boundary: Mass and weight are not distinguished at this grade level.) (S-PS1-2)</li> </ul> | <p><b>Cause and Effect</b></p> <ul style="list-style-type: none"> <li>Cause and effect relationships are routinely identified and used to explain change. (S-PS1-4)</li> </ul> <p><b>Scale, Proportion, and Quantity</b></p> <ul style="list-style-type: none"> <li>Natural objects exist from the very small to the immensely large. (S-PS1-1)</li> <li>Standard units are used to measure and describe physical quantities such as weight, time, temperature, and volume. (S-PS1-2), (S-PS1-3)</li> </ul> <p><b>Connections to Nature of Science</b></p> <p><b>Scientific Knowledge Assumes an Order and Consistency in Natural Systems</b></p> <ul style="list-style-type: none"> <li>Science assumes consistent patterns in natural systems. (S-PS1-2)</li> </ul> |

**Common Core State Standards Connections:**

**ELA/Literacy**

**RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (S-PS1-1)

**W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (S-PS1-2), (S-PS1-3), (S-PS1-4)

**W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (S-PS1-2), (S-PS1-3), (S-PS1-4)

**W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. (S-PS1-2), (S-PS1-3), (S-PS1-4)

**Mathematics**

**MP2** Reason abstractly and quantitatively. (S-PS1-1), (S-PS1-2), (S-PS1-3)

**MP4** Model with mathematics. (S-PS1-1), (S-PS1-2), (S-PS1-3)

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Students who demonstrate understanding can:

**1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.\*** [Clarification Statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.]

**1-LS1-2. Read texts and use media to determine patterns in behavior of parents and offspring that help offspring survive.** [Clarification Statement: Examples of patterns of behaviors could include the signals that offspring make (such as crying, cheeping, and other vocalizations) and the responses of the parents (such as feeding, comforting, and protecting the offspring).]

| Science and Engineering Practices                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Disciplinary Core Ideas                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Crosscutting Concepts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Constructing Explanations and Designing Solutions</b></p> <p>Constructing explanations and designing solutions in 2 builds on prior experiences and progresses to use of evidence and ideas in constructing evidence-based accounts of natural phenomena and designing solutions.</p> <p>Use materials to design a device that solves a specific problem or a solution to a specific problem. (1-LS1-1)</p> <p><b>Planning, Evaluating, and Communicating</b></p> <p>Planning, evaluating, and communicating information in K-2 builds on prior experiences and observations and texts to communicate new information.</p> <p>Read grade-appropriate texts and use media to obtain scientific information to determine patterns in the natural world. (1-LS1-2)</p> <p><b>Connections to Nature of Science</b></p> <p><b>Scientific Knowledge is Based on Empirical Evidence</b></p> <p>Scientists look for patterns and order when making observations about the world. (1-LS1-2)</p> | <p><b>LS1.A: Structure and Function</b></p> <ul style="list-style-type: none"> <li>All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow. (1-LS1-1)</li> </ul> <p><b>LS1.B: Growth and Development of Organisms</b></p> <ul style="list-style-type: none"> <li>Adult plants and animals can have young. In many kinds of animals, parents and the offspring themselves engage in behaviors that help the offspring to survive. (1-LS1-2)</li> </ul> <p><b>LS1.D: Information Processing</b></p> <ul style="list-style-type: none"> <li>Animals have body parts that capture and convey different kinds of information needed for growth and survival. Animals respond to these inputs with behaviors that help them survive. Plants also respond to some external inputs. (1-LS1-1)</li> </ul> | <p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>Patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence. (1-LS1-2)</li> </ul> <p><b>Structure and Function</b></p> <ul style="list-style-type: none"> <li>The shape and stability of structures of natural and designed objects are related to their function(s). (1-LS1-1)</li> </ul> <p><b>Connections to Engineering, Technology, and Applications of Science</b></p> <p><b>Influence of Science, Engineering and Technology on Society and the Natural World</b></p> <ul style="list-style-type: none"> <li>Every human-made product is designed by applying some knowledge of the natural world and is built using materials derived from the natural world. (1-LS1-1)</li> </ul> |

**Common Core State Standards Connections:**

**ELA/Literacy -**

**RI.1.1** Ask and answer questions about key details in a text. (1-LS1-2)

**RI.1.2** Identify the main topic and retail key details of a text. (1-LS1-2)

**RI.1.10** With prompting and support, read informational texts appropriately complex for grade. (1-LS1-2)

**W.1.7** Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (1-LS1-1)

**Mathematics -**

**1.NBT.B.3** Compare two two-digit numbers based on the meanings of the tens and one digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ . (1-LS1-2)

**1.NBT.C.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. (1-LS1-2)

**1.NBT.C.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. (1-LS1-2)

1<sup>st</sup> grade

Physical Science:

Matter and Its Interactions

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**1. Students investigate the structure and function of plants that play a role in photosynthesis. They observe the structure and function of plants and animals. They use their knowledge of the structure and function of plants and animals to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.\*** [Clarification Statement: Examples of human problems that can be solved by mimicking plant or animal solutions could include designing clothing or equipment to protect bicyclists by mimicking turtle shells, acorn shells, and animal scales; stabilizing structures by mimicking animal tails and roots on plants; keeping out intruders by mimicking thorns on branches and animal quills; and, detecting intruders by mimicking eyes and ears.]

**MS-PS1-1. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.** [Clarification Statement: Students should use data on the mass, volume, and other properties of substances before and after the interaction to determine if a chemical reaction has occurred. Students should use data on the mass, volume, and other properties of substances before and after the interaction to determine if a chemical reaction has occurred. Students should use data on the mass, volume, and other properties of substances before and after the interaction to determine if a chemical reaction has occurred.]

**MS-PS1-2. Gather and make sense of data to identify patterns in the structure and function of plants and animals.** [Clarification Statement: Students should use data on the mass, volume, and other properties of substances before and after the interaction to determine if a chemical reaction has occurred. Students should use data on the mass, volume, and other properties of substances before and after the interaction to determine if a chemical reaction has occurred. Students should use data on the mass, volume, and other properties of substances before and after the interaction to determine if a chemical reaction has occurred.]

**MS-PS1-3. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.** [Clarification Statement: Students should use data on the mass, volume, and other properties of substances before and after the interaction to determine if a chemical reaction has occurred. Students should use data on the mass, volume, and other properties of substances before and after the interaction to determine if a chemical reaction has occurred. Students should use data on the mass, volume, and other properties of substances before and after the interaction to determine if a chemical reaction has occurred.]

**MS-PS1-4. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.** [Clarification Statement: Students should use data on the mass, volume, and other properties of substances before and after the interaction to determine if a chemical reaction has occurred. Students should use data on the mass, volume, and other properties of substances before and after the interaction to determine if a chemical reaction has occurred. Students should use data on the mass, volume, and other properties of substances before and after the interaction to determine if a chemical reaction has occurred.]

**MS-PS1-5. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy for thermal protection.** [Clarification Statement: Students should use data on the mass, volume, and other properties of substances before and after the interaction to determine if a chemical reaction has occurred. Students should use data on the mass, volume, and other properties of substances before and after the interaction to determine if a chemical reaction has occurred. Students should use data on the mass, volume, and other properties of substances before and after the interaction to determine if a chemical reaction has occurred.]

**Common Core State Standards Connections:**

**ELA/Literacy -**

**RI.1.1** Ask and answer questions about key details in a text. (1-LS1-2)

**RI.1.2** Identify the main topic and retail key details of a text. (1-LS1-2)

**RI.1.10** With prompting and support, read informational texts appropriately complex for grade. (1-LS1-2)

**W.1.7** Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). (1-LS1-1)

**Mathematics -**

**1.NBT.B.3** Compare two two-digit numbers based on the meanings of the tens and one digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ . (1-LS1-2)

**1.NBT.C.4** Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. (1-LS1-2)

**1.NBT.C.5** Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. (1-LS1-2)

Middle School

Physical Science:

Matter and Its Interactions

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## Organization of the NGSS

Page 9

Next Generation Science **Standards** =  
**Performance Expectations**

Science and  
Engineering

**What do  
they need  
to do?**

Disciplinary  
Core

**What do  
they need  
to know?**

Cross-  
Cutting

**How do  
they need  
to think?**

Connections to the CCSS

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## NGSS Appendices

NGSS Appendices A through M provide background information and implementation models. Other NGSS support documents are also available.

[Appendix A: Conceptual Shifts](#) Learn more about the shifts in science education that are different.

[Appendix B: Responses to Public Drafts](#) Describe the public review periods, along with the writers' responses.

[Appendix C: College and Career Readiness](#) Learn about the student success in postsecondary education and careers will require a strong K-12 preparation in science.

[Appendix D: All Standards, All Students / Case Studies](#) The Appendix and the seven case studies about diverse student groups address what classroom teachers can do to ensure that the NGSS are accessible to all students.

[Appendix E: Disciplinary Core Idea Progressions](#) Describes the DCI progressions across K-12, summarizing the main focus of the science disciplinary content at each grade band.

[Appendix F: Science and Engineering Practices](#) Describes the progression of the practices across K-12, detailing the specific elements of each practice that are targets for students at each grade band.

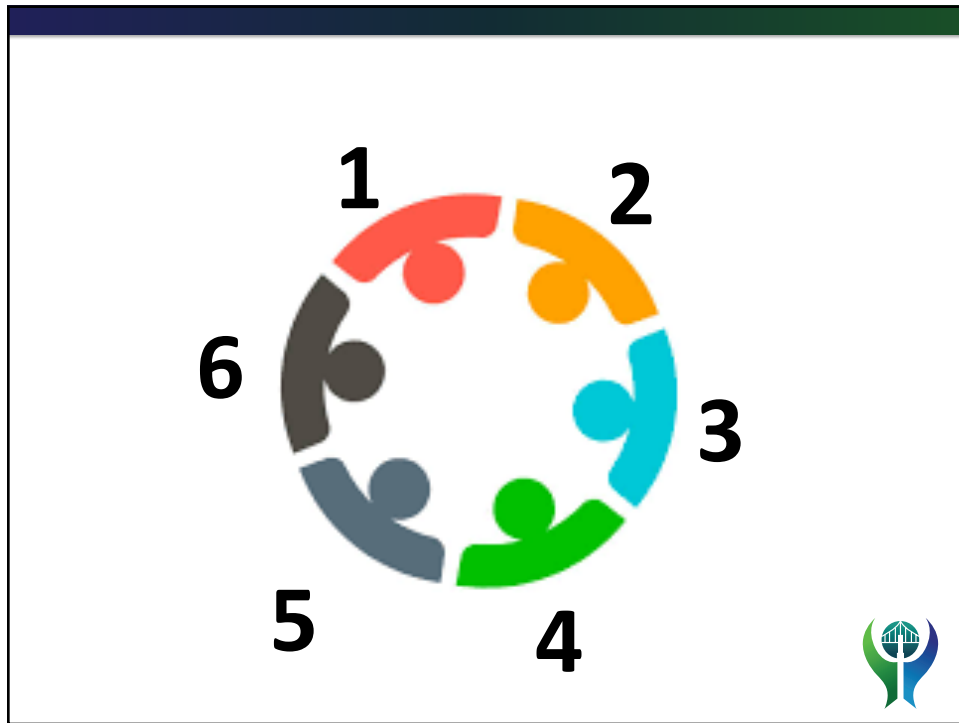
[Appendix G: Crosscutting Concepts](#) Describes the progression of the Crosscutting Concepts (CCC) across K-12, detailing the specific elements of each CCC that are targets for students at each grade band.

[Appendix H: Nature of Science](#) Describes rationale for and research on the nature of science in the context of the NGSS, and discusses how to emphasize the nature of science in school programs.

[Appendix I: Engineering Design in the NGSS](#) Describes the framing of Engineering Design concepts and practices throughout the NGSS.

**Appendix A:  
Conceptual Shifts**

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## Jigsaw

Share salient takeaways from your section.

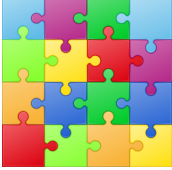
**p. 7-8 of  
Resource Packet**

1. Section 1
2. Section 2
3. Section 3
4. Section 4
5. Section 5
6. Section 6

**Unpacking the Next Generation Science Standards**  
From the NGSS Front Matter: <https://www.nextgenscience.org/next-to-know>

**Section 1:**  
**Advances in the Next Generation Science Standards**  
 ➤ Every NGSS standard has three dimensions: disciplinary core ideas (content), scientific and engineering practices, and cross-cutting concepts. Currently, most state and district standards express these dimensions as separate entities, leading to their separation in both instruction and assessment. The integration of rigorous content and application reflects how science and engineering is practiced in the real world.  
 ➤ Scientific and Engineering Practices and Crosscutting Concepts are designed to be taught in context – not in a vacuum. The NGSS encourage integration with multiple core concepts throughout each year.  
 ➤ Science concepts build coherently across K-12. The emphasis of the NGSS is a focused and coherent progression of knowledge from grade band to grade band, allowing for a dynamic process of building knowledge throughout a student's entire K-12 scientific education.

**Section 2:**  
 ➤ The NGSS focus on a smaller set of Disciplinary Core Ideas (DCI) that students should know by the time they graduate from high school, focusing on deeper understanding and application of content.  
 ➤ Science and engineering are integrated into science education by raising engineering design to the same level as scientific inquiry in science classroom instruction at all levels, and by emphasizing the core ideas of engineering design and technology applications.  
 ➤ The NGSS content is focused on preparing students for college and careers. The NGSS are aligned, by grade level and cognitive demand with the English Language Arts and Mathematics Common Core State Standards. This allows an opportunity both for science to be a part of a child's comprehensive education as well as ensuring an aligned sequence of learning in all content areas. The three sets of standards overlap and are reinforcing in meaningful and substantive ways.




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## Jigsaw

Share salient takeaways from your section.

My section is about...

The big ideas or salient points are...



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## Conceptual Shifts of the NGSS

1. K-12 science education should reflect the interconnect nature of science as it is practiced and experienced in the real world.
2. The Next Generation Science Standards are student performance expectations – NOT curriculum.
3. The science concepts in the NGSS build coherently from K-12.



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## Conceptual Shifts of the NGSS

4. The NGSS focus on deeper understanding of content as well as application of content.
5. Science and engineering are integrated in the NGSS.
6. The NGSS are designed to prepare students for college, career, and citizenship.
7. The NGSS and CCSS are aligned.



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## Organization of the NGSS

Page 9

**Next Generation Science Standards =  
Performance Expectations**

Science and  
Engineering  
Practices

Disciplinary  
Core  
Ideas

Cross-  
Cutting  
Concepts

Connections to the CCSS

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## Grade Level Standards Analysis Document

p. 2

**Standard abbreviation and strand**

**Standard/Performance Expectation**

**Also includes the clarification statement and assessment boundaries.**

**3 dimensions that make up the standard**

**Observable features of student performance – what the standard “looks like” in action**

| Science and Engineering Practices  | Disciplinary Core Ideas      | Crosscutting Concepts |
|------------------------------------|------------------------------|-----------------------|
| Engaging in Argument from Evidence | PS2.B: Types of Interactions | Cause and Effect      |
| Engaging in Argument from Evidence | PS2.B: Types of Interactions | Cause and Effect      |

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## Let's Practice!

### Grade Level Standards Analysis Document

**Standard**

1. Read the standard and the clarification statements in **red**. How do they narrow “your lane”?
2. Circle the Science/ Engineering practice (from the **blue box**) that is embedded into the performance expectation/ standard.
3. Underline the part of the performance expectation that relates to the Disciplinary Core Idea (**orange box**).
4. Discuss how the Crosscutting concept (**green box**) applies.

| Science and Engineering Practices | Disciplinary Core Ideas                   | Crosscutting Concepts           |
|-----------------------------------|-------------------------------------------|---------------------------------|
| Developing and Using Models       | PS1.A: Structure and Properties of Matter | Scale, Proportion, and Quantity |
| Developing and Using Models       | PS1.A: Structure and Properties of Matter | Scale, Proportion, and Quantity |

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CA NGSS Framework



bit.ly/CaNGSS



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**California**  
**2016 Science Framework**

Home / Teaching & Learning / Science / Science Framework

**2016 Science Framework**  
The curriculum framework was adopted by the State Board of Education.

The California Department of Education is committed to making its educational resources accessible to all. This 2016 *Science Framework for California Public Schools* has been designed to be accessible to assistive technologies that are often used by persons with disabilities. Most of the framework is compliant with federal Section 508 of the Rehabilitation Act of 1973 (as amended).

A few components could not be altered to be compliant without changing the intent and functionality of the original document as approved by the California State Board of Education. Where possible, mitigating features or content have been added to improve accessibility to noncompliant components. Any person having difficulty in accessing the 2016 *Science Framework for California Public Schools* is encouraged to contact Curriculum Frameworks and Instructional Resources Division at [CFIRD@cde.ca.gov](mailto:CFIRD@cde.ca.gov) or 916-319-0453 to make an American's with Disabilities Act (ADA) accommodation request.

[State Board of Education](#)

[Front Matter](#) (PDF)

[Foreword](#) (PDF)

[Acknowledgments](#) (PDF)

[Chapter 1: Overview of the California Next Generation Science Standards](#)

[Chapter 2: Transitional Kindergarten](#) (PDF)

[Chapter 3: Kindergarten Through Grade Two](#) (PDF; 4MB)

[Chapter 4: Grades Three Through Five](#) (PDF; 8MB)

[Chapter 5: Preferred Integrated Course Model for Grades Six Through Eight](#)

[Chapter 6: Discipline Specific Course Model for Grades Six Through Eight](#)

[Chapter 7: High School Three-Course Model](#) (PDF; 20MB)

**Frontmatter**

**Chapter 3: Grades K-2**  
**Chapter 4: Grades 3-5**  
**Chapter 5: Preferred Integrated Course Model for Grades 6-8**

86

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Grade Four

Grade Four

In the primary grade existence of cause and mechanisms drive these tangible processes like t like energy. They also se as internal body system instructional segments i

The tool chest of scie Students are able to use then analyze it more the models such as tracing t students have the geom

Despite all their grov children passionate abou energy by providing opp towers, make up secret play in the sand with str their everyday experi

Grade Four

Table 4.2. Overview of Instructional Segments for Grade Four

|                                                                                   |                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>1 Car Crashes</b><br>Students investigate the energy of motion and how it transfers during collisions. They ask questions about the factors that affect energy changes during collisions.                                                                                                                                                         |
|  | <b>2 Renewable Energy</b><br>Students investigate different devices that convert energy from one form to another and then design their own device. They obtain information about how we convert natural resources into usable energy and the environmental impacts of doing so.                                                                      |
|  | <b>3 Sculpting Landscapes</b><br>Students develop models of how sedimentary rocks form and use them to interpret the history of changes in the physical landscape. They perform investigations of the agents that erode and change landscapes.                                                                                                       |
|  | <b>4 Earthquake Engineering</b><br>Students explore earthquakes from three different perspectives: They use maps to identify patterns about where earthquakes occur on Earth, they develop models that describe waves and apply them to understanding earthquake shaking, and they design earthquake-resistant structures to withstand that shaking. |
|  | <b>5 Animal Senses</b><br>Students develop a model of how animals see that includes their external body structures, internal body systems, and light, and information processing.                                                                                                                                                                    |

Sources: Duran Ortiz 2011; Leaflet 2004; M. d'Alessio: Figure 1 at <https://www.cde.ca.gov/ci/sc/cf/ch4.asp#link7>. © 2004 Jessica Todd, University of Colorado Boulder, TeachEngineering.org. All rights reserved. Used with permission: Montani 2015

To view t  
<https://www.cde.ca.gov/ci/sc/cf/casienceframework2016>

Page 17

What a Standard Means and What it Does Not Mean

|                           |                                   |
|---------------------------|-----------------------------------|
| Standard:                 |                                   |
| What this standard means: | What this standard does NOT mean: |
| -                         |                                   |



**5-LS1-1-** Support and argument that plants get the materials they need for growth chiefly from air and water

**What it means**

Students identify different ways that plants get the materials they need for growth. Based on observations and evidence, students support and argue that plants get the materials they need for growth chiefly from air and water (not necessarily from soil to survive).



**What it does not mean:**

Students learn about photosynthesis. Students learn about cellular respiration.



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**An important takeaway or affirmation about the Next Generation Science Standards is...**

**Some similarities between the CA History-Social Science and Next Generation Science Standards are...**



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## Agenda:

- ✓ Welcome & Introductions
- ✓ Standards-based Instruction
- ✓ CA History-Social Science Standards
- ✓ CA Science Standards
- **CA Common Core Language Arts Standards:**
  - Reading
  - Writing
- Closure and Preparing for Tomorrow



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## Language Arts Standards

|                       |                                   |                                   |         |                              |          |
|-----------------------|-----------------------------------|-----------------------------------|---------|------------------------------|----------|
| READING<br>Literature | READING<br>Informational<br>Texts | READING<br>Foundational<br>Skills | Writing | Listening<br>and<br>Speaking | Language |
|-----------------------|-----------------------------------|-----------------------------------|---------|------------------------------|----------|

There are **six** sets of language arts standards.

Which of these reflect word recognition and which reflect language comprehension?



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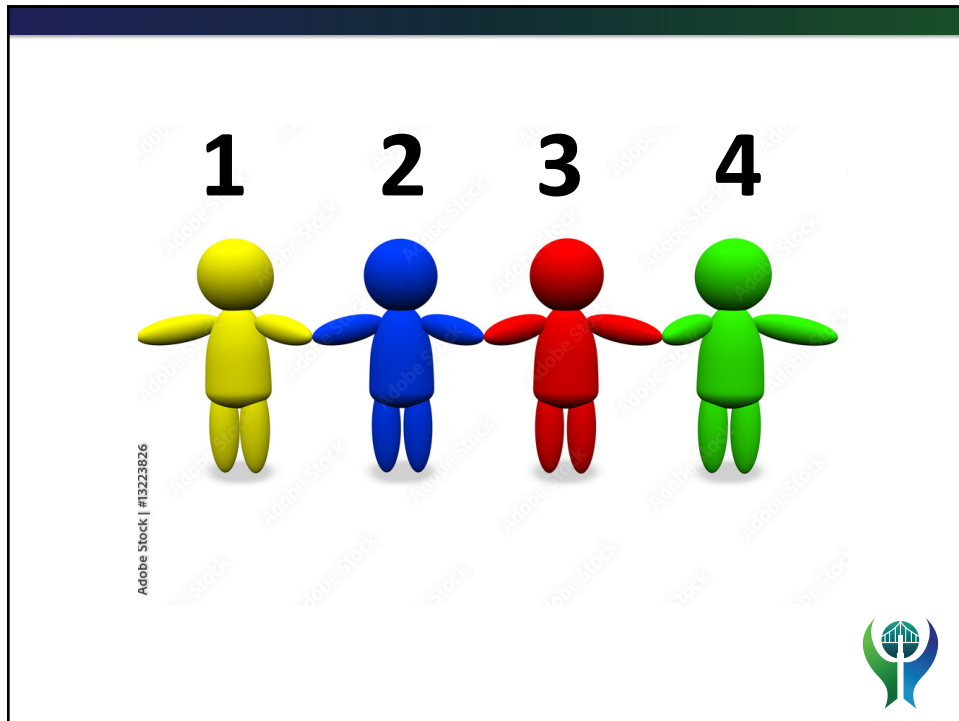
## Language Arts Standards

|                       |                                  |                                   |         |                              |          |
|-----------------------|----------------------------------|-----------------------------------|---------|------------------------------|----------|
| READING<br>Literature | READING<br>Informationa<br>Texts | READING<br>Foundational<br>Skills | Writing | Listening<br>and<br>Speaking | Language |
|-----------------------|----------------------------------|-----------------------------------|---------|------------------------------|----------|

There are **six** sets of language arts standards.



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## Write Something/Say Something Strategy

**Unpacking the Common Core State Standards**

**Foreword (of the CA Common Core State Standards – CCSS)**

Two very important recommendations must be taken into account on implementing these standards:

1. The abilities listed here are not developed independently of each other, but rather sequentially and concurrently. It would be a serious mistake to try to teach skills in isolation, making difficult to understand, and in many cases, students would not be able to apply the skills with rigor.
2. Once the abilities have been presented within a meaningful context that will make them understandable, it will be important to recognize that these skills are not an end in themselves, but rather an instrument to reach an end. The desired goal is to develop the expressive, interpretive, and critical abilities of all students, in order that they may reach a level of mastery

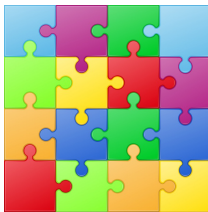
Ada, A. F., & Campoy, F. I., (2012). Common core state standards: English/Spanish language version. Retrieved from: <https://commoncore-espanol.sdcoc.net>

**(CCSS) Key Shifts in English Language Arts: Introduction**

The Common Core State Standards for English Language Arts and Literacy build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. Understanding how the standards differ from

**Page 11-12**

1. Forward
2. Key Shift #1
3. Key Shift #2
4. Key Shift #3





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## Write Something/Say Something Strategy

### Unpacking the Common Core State Standards

#### Foreword (of the CA Common Core State Standards – CCSS)

Two very important recommendations must be taken into account on implementing these standards:

1. The abilities listed here are not developed independently of each other, but rather sequentially and concurrently. It would be a serious mistake to try to teach skills in isolation, making difficult to understand, and in many cases, students would not be able to apply the skills with rigor.
2. Once the abilities have been presented within a meaningful context that will make them understandable, it will be important to recognize that these skills are not an end in themselves, but rather an instrument to reach an end. The desired goal is to develop the expressive, interpretive, and critical abilities of all students, in order that they may reach a level of mastery

Ada, A. F., & Campoy, F. I., (2012). Common core state standards: English/Spanish language version. Retrieved from: <https://commoncore-espanol.sdoe.net>

#### (CCSS) Key Shifts in English Language Arts: Introduction

The Common Core State Standards for English Language Arts and Literacy build on the best of existing standards and reflect the skills and knowledge students will need to succeed in college, career, and life. Understanding how the standards differ from

Page 11-12

I know that...

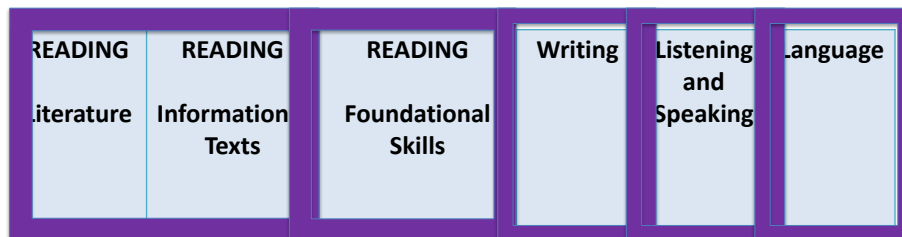
An implication of the CCSS Foreword to instruction is...

I want to remember that...



97

## Language Arts Standards



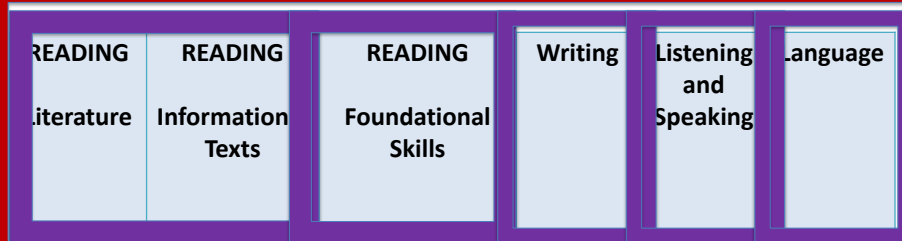
**Developed sequentially and concurrently.**

**A serious mistake to teach them in isolation.**



98

## Language Arts Standards



**Presented in a meaningful context.**

**These skills are not an end in themselves, but rather an instrument to reach an end.**

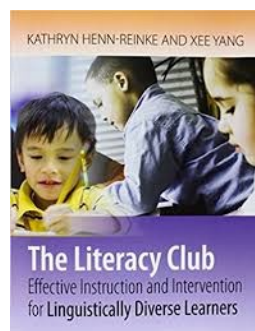


99

## Standards Initially Used in Mapping

**“Comprehension is the most critical aspect of literacy development.”**

**- Kathy Henn-Reinke, 2018**



100

## Standards Initially Used in Mapping

“Comprehension is the most critical aspect of literacy development.”

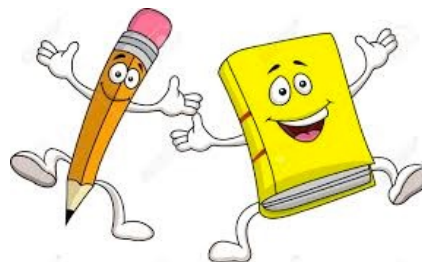
- Kathy Henn-Reinke, 2018

**Therefore, there should be a strategic relationship among the reading and writing standard bundled together in a unit.**



101

## The Reading – Writing Relationship

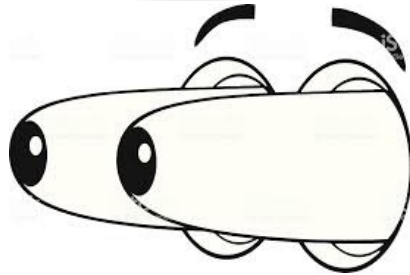


There is a linear connection between reading and writing.



102

## Texts as Mentors



**Reading and analyzing books teaches writers new skills.**

**The more they read, the more sophisticated writers they become.**



103

### Meaningful Fram

**Content**

**Reading**

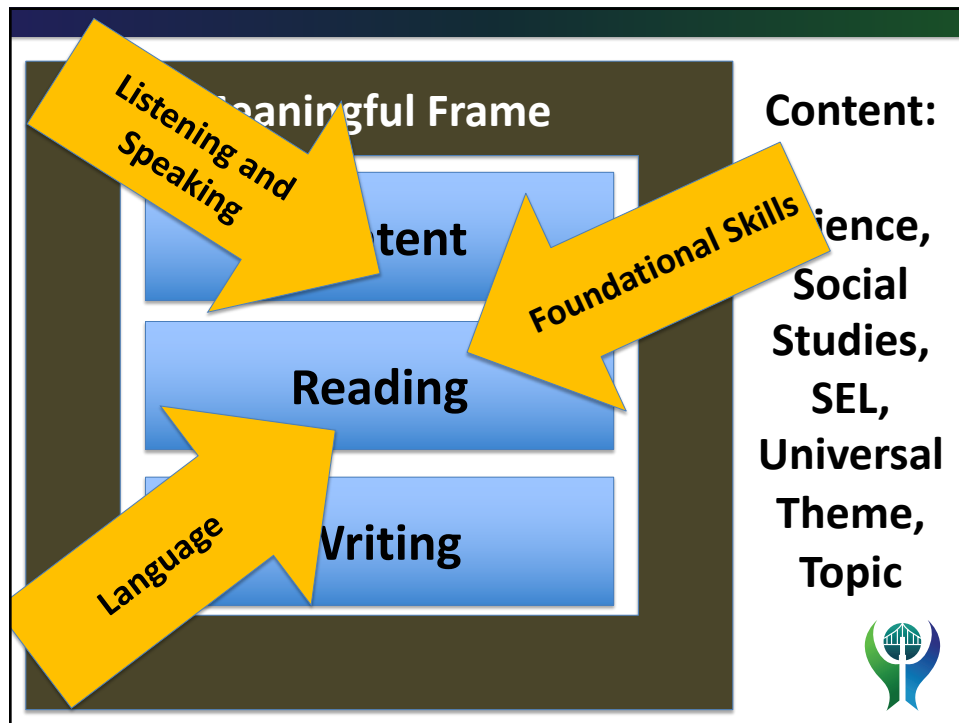
**Writing**

Developing bilinguals benefit from instruction that builds content knowledge,

Uses texts that include and further develop the content knowledge to apply reading skills, and

Where the texts used provide mentorship for the kind of writing they will do in the unit.

104



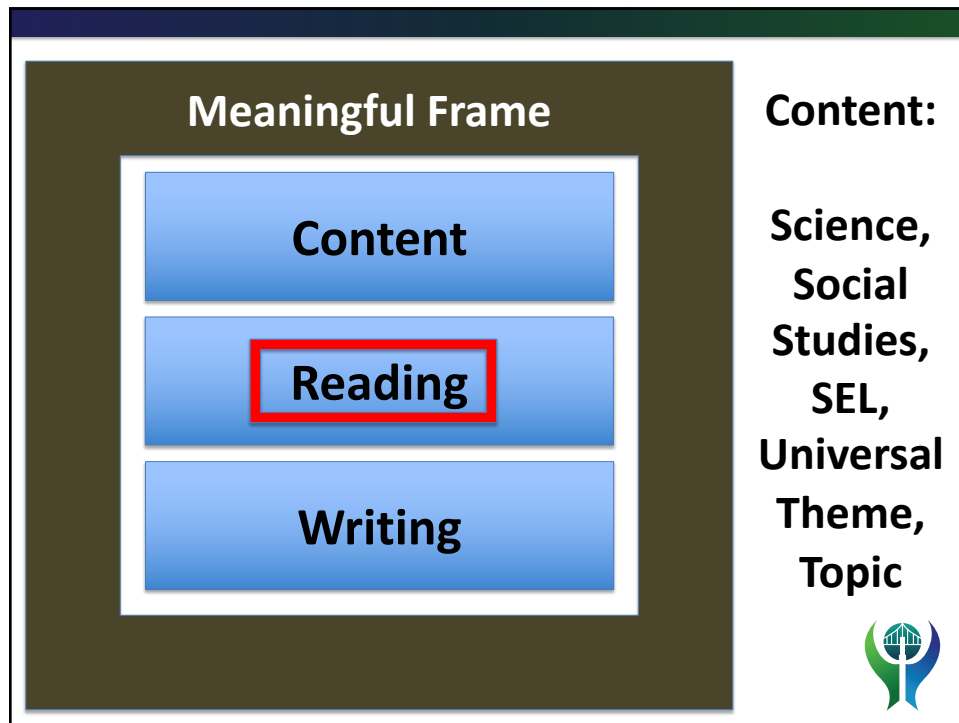
105

**Something to remember about the Common Core Language Arts standards is...**

**A similarity or connection between the Common Core Language Arts standards and the CA History-Social Science or NGSS is...**



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## Agenda:

- ✓ Welcome & Introductions
- ✓ Standards-based Instruction
- ✓ CA History-Social Science Standards
- ✓ CA Science Standards
- ✓ CA Common Core Language Arts Standards:
  - **Reading**
  - Writing
- Closure and Preparing for Tomorrow

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# Reading Standards



Melody Wharton - Center for Teaching for Biliteracy

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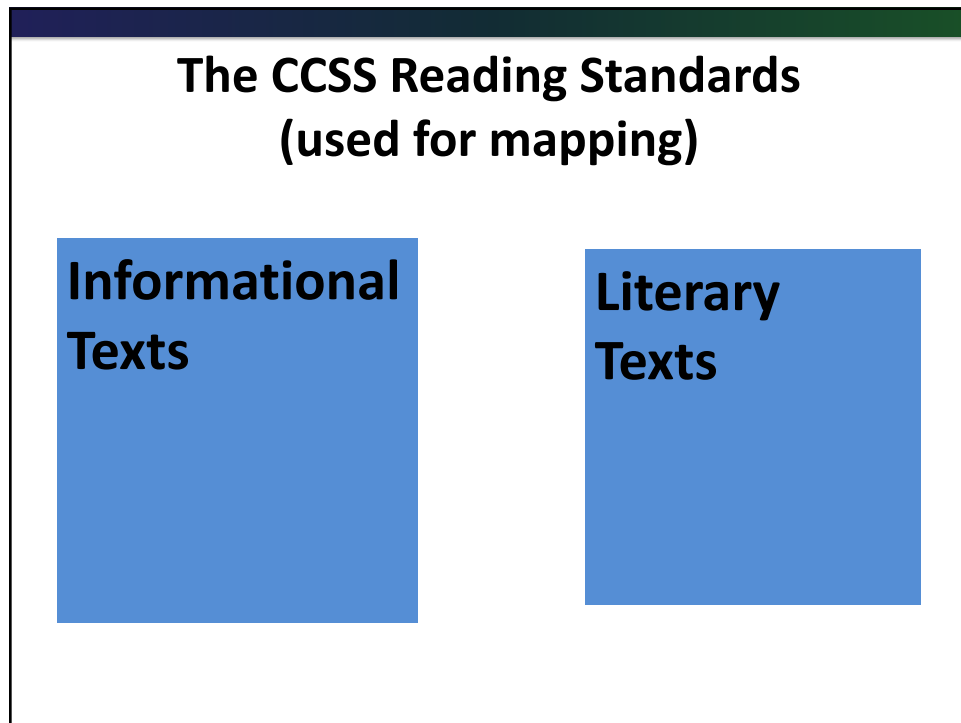
## Common Core State Standards: ELA-Literacy Anchor Standards For Reading

| Literary Texts                                       | Anchor Standard                                                                                                                                                                                              | Informational Texts |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| <b>Key Ideas and Details</b>                         |                                                                                                                                                                                                              |                     |
|                                                      | R.CCRA.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |                     |
|                                                      | R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas                                                                            |                     |
|                                                      | R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.                                                                                                   |                     |
| <b>Craft and Structure</b>                           |                                                                                                                                                                                                              |                     |
|                                                      | R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.          |                     |
|                                                      | R.CCR.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.       |                     |
|                                                      | R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.                                                                                                                          |                     |
| <b>Integration of Knowledge and Ideas</b>            |                                                                                                                                                                                                              |                     |
|                                                      | R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.                                                                   |                     |
|                                                      | R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.                                 |                     |
|                                                      | R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.                                                            |                     |
| <b>Range of Reading and Level of Text Complexity</b> |                                                                                                                                                                                                              |                     |
|                                                      | R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.                                                                                                        |                     |

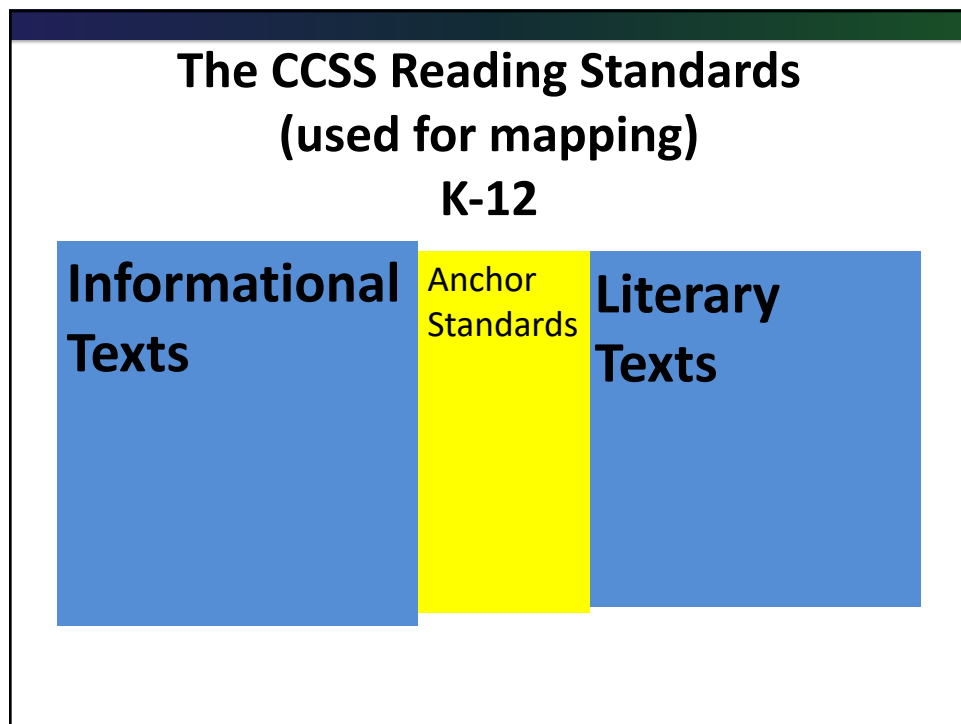
Anchor  
standards for  
Reading  
p.13

Organization  
of Reading  
Standards:  
10 anchor  
standards

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| GRADE TWO<br>READING STANDARDS FOR<br>LITERATURE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | SEGUNDO GRADO<br>ESTÁNDARES DE LECTURA<br>PARA LA LITERATURA                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. <i>Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades.</i></p>                                                                                                                           | <p>la enseñanza correspondiente a cada año escolar y contribuyen a que los estudiantes tengan acceso a una amplia variedad de textos y actividades académicas. El rigor también se enfatiza al requerir que los estudiantes lean textos cada vez más complejos en cada grado. <i>Se espera que los estudiantes que avanzan de un grado escolar a otro cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores.</i></p>                                          |
| <b>Ideas and details</b> <ol style="list-style-type: none"><li>1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li><li>2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</li><li>3. Describe how characters in a story respond to major events and challenges.</li></ol>                                                                                                                 | <b>Ideas clave y detalles</b> <ol style="list-style-type: none"><li>1. Hacen y contestan preguntas tales como: quién, qué, dónde, cuándo, por qué y cómo, para demostrar la comprensión de los detalles clave de un texto.</li><li>2. Recuentan cuentos, incluyendo fábulas y cuentos populares de diversas culturas, e identifican el mensaje principal, lección o moraleja.</li><li>3. Describen cómo los personajes de un cuento reaccionan a los acontecimientos y retos más importantes.</li></ol>                                                                            |
| <b>Craft and Structure</b> <ol style="list-style-type: none"><li>4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</li><li>5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li><li>6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</li></ol> | <b>Composición y estructura</b> <ol style="list-style-type: none"><li>4. Describen cómo las palabras y frases (por ejemplo: ritmo, alteración, rimas, frases repetidas) proveen ritmo y significado en un cuento, poema o canción.</li><li>5. Describen la estructura general de un cuento, incluyendo la descripción de cómo el principio introduce el tema y el final concluye la acción.</li><li>6. Reconocen las diferencias en los puntos de vista de los personajes, incluyendo el hablar en una voz diferente para cada personaje al leer el diálogo en voz alta.</li></ol> |

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Grade Two / Segundo Grado | 3



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| Sample Standard Analysis for Reading Standard 2                                                                                                                          |                                                                                                                                                                          |                                                                                                                                                                                               |                                                                                                                                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Anchor Standard: CCSS.ELA-LITERACY.CCRA.R.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |                                                                                                                                                                          |                                                                                                                                                                                               |                                                                                                                                                                                                                                                              |
|                                                                                                                                                                          | 1 <sup>st</sup> Grade:                                                                                                                                                   | 2 <sup>nd</sup> Grade:                                                                                                                                                                        | 3 <sup>rd</sup> Grade:                                                                                                                                                                                                                                       |
| Informational Texts                                                                                                                                                      | <b>RI.1.2-</b> <ul style="list-style-type: none"><li>- Identify the main topic and retell key details of a text.</li></ul>                                               | <b>RI.2.2-</b> <ul style="list-style-type: none"><li>- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</li></ul>                | <b>RI.3.2-</b> <ul style="list-style-type: none"><li>- Determine the main idea of a text; recount the key details and explain how they support the main idea.</li></ul>                                                                                      |
| Literary Texts (Literature)                                                                                                                                              | <b>RL.1.2</b> <ul style="list-style-type: none"><li>- Retell stories, including key details, and demonstrate understanding of their central message or lesson.</li></ul> | <b>RL.2.2</b> <ul style="list-style-type: none"><li>- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</li></ul> | <b>RL.3.2-</b> <ul style="list-style-type: none"><li>- Recount stories, including fables and folktales, and from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</li></ul> |

Highlight the similarities between the grade level and anchor standard in the anchor standard.

Grade Level Standards Analysis Document p. 3

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| Sample Standards Analysis for Reading Standard 2                                                                                                                         |                                                                                                                              |                                                                                                                                                   |                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Anchor Standard: CCSS.ELA-LITERACY.CCRA.R.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |                                                                                                                              |                                                                                                                                                   |                                                                                                                                                                                                                    |
|                                                                                                                                                                          | 1 <sup>st</sup> Grade:                                                                                                       | 2 <sup>nd</sup> Grade:                                                                                                                            | 3 <sup>rd</sup> Grade:                                                                                                                                                                                             |
| Informational Texts                                                                                                                                                      | <b>RI.1.2-</b><br>- Identify the main topic and retell key details of a text.                                                | <b>RI.2.2-</b><br>- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.                 | <b>RI.3.2-</b><br>- Determine the main idea and recount the details and how they support the main idea.                                                                                                            |
| Literary Texts (Literature)                                                                                                                                              | <b>RL.1.2-</b><br>- Retell stories, including key details, and demonstrate understanding of their central message or lesson. | <b>RL.2.2-</b><br>- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | <b>RL.3.2-</b><br>- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. |

Highlight how the standard grows from one grade level to the next.

Grade Level Standards Analysis Document p. 3

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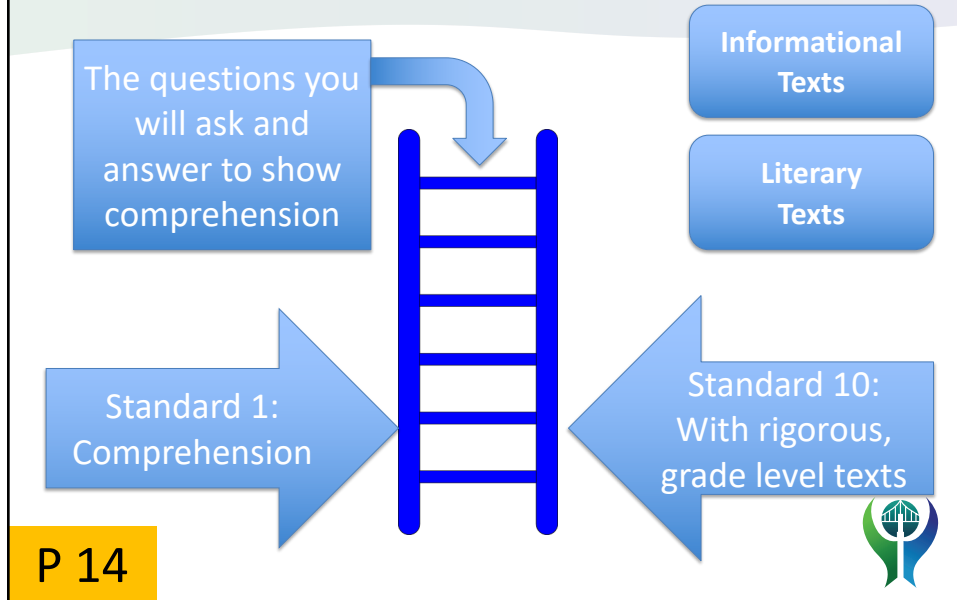
| Sample Standards Analysis for Reading Standard 2                                                                                                                         |                                                                                                                              |                                                                                                                                                   |                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Anchor Standard: CCSS.ELA-LITERACY.CCRA.R.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |                                                                                                                              |                                                                                                                                                   |                                                                                                                                                                                                                    |
|                                                                                                                                                                          | 1 <sup>st</sup> Grade:                                                                                                       | 2 <sup>nd</sup> Grade:                                                                                                                            | 3 <sup>rd</sup> Grade:                                                                                                                                                                                             |
| Informational Texts                                                                                                                                                      | <b>RI.1.2-</b><br>- Identify the main topic and retell key details of a text.                                                | <b>RI.2.2-</b><br>- Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.                 | <b>RI.3.2-</b><br>- Determine the main idea and recount the details and how they support the main idea.                                                                                                            |
| Literary Texts (Literature)                                                                                                                                              | <b>RL.1.2-</b><br>- Retell stories, including key details, and demonstrate understanding of their central message or lesson. | <b>RL.2.2-</b><br>- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | <b>RL.3.2-</b><br>- Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. |



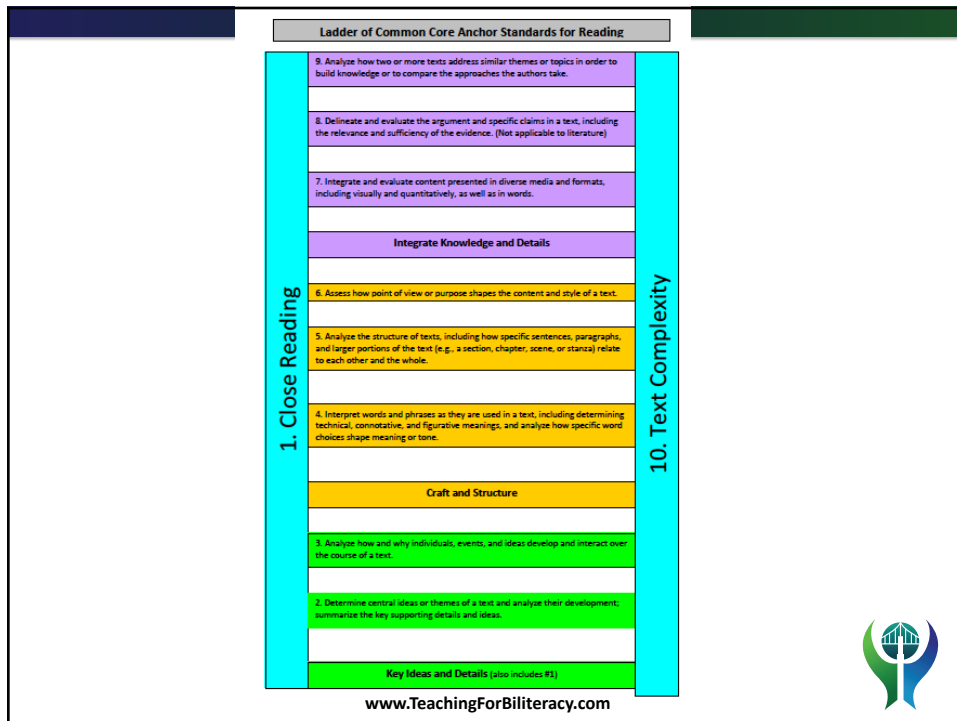
Grade Level Standards Analysis Document p. 3

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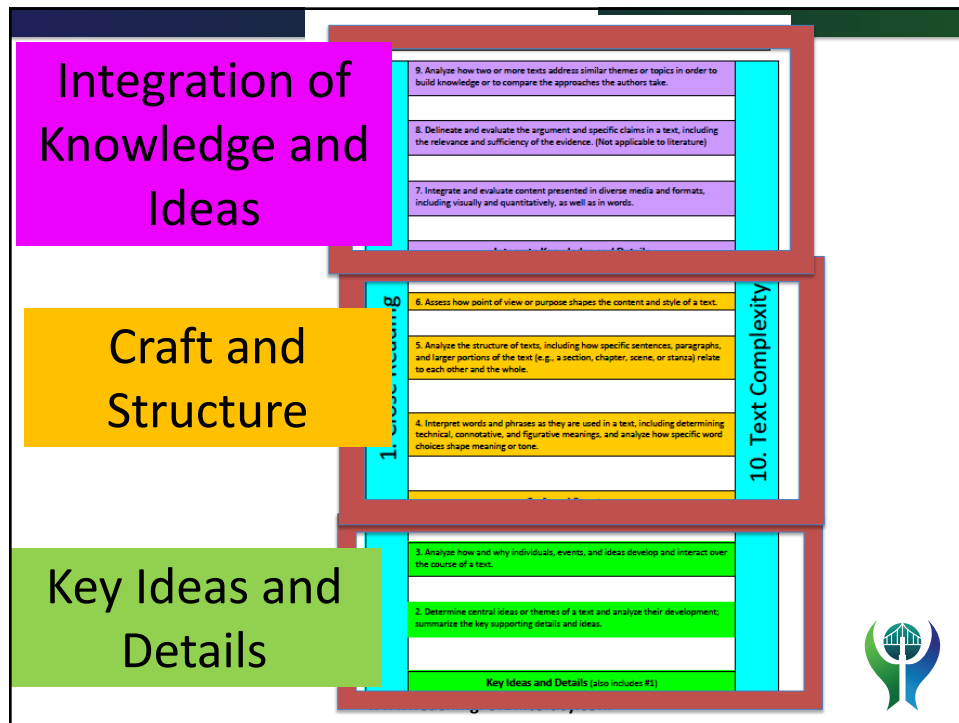
## Organization of the CCSS Reading Standards



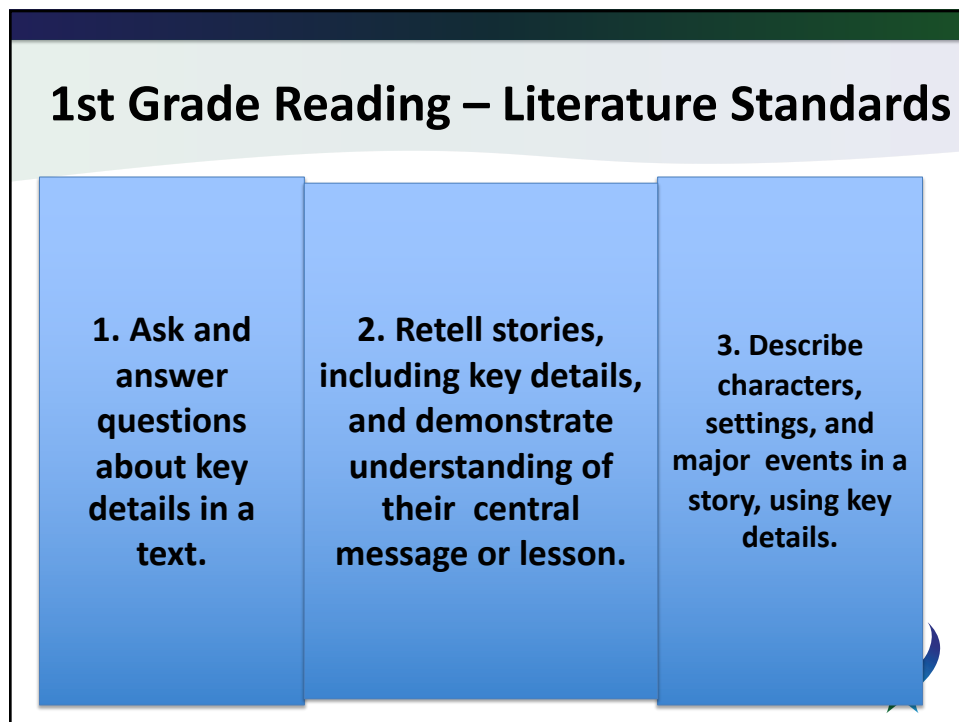
117



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# Organization of the CCSS Reading Standards

The questions you will answer will be comprehensive

Standard 10: Comprehensive

Informational Texts

Literary Texts

Standard 10: with rigorous, level texts

P 14

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# Literacy Standards for K-12th Grade



VideoMapSearch

Padres: para más información sobre los Estándares Académicos Fundamentales, de clic aquí.

HOMEABOUT THE STANDARDSWHAT PARENTS SHOULD KNOWSTANDARDS IN YOUR STATEREADY TO GET STARTED?

## English Language Arts Standards

 DOWNLOAD THE STANDARDS PRINT THIS PAGE

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("the standards") represent the next generation of K-12 standards designed to prepare all students for success in college, career, and life by the time they graduate from high school.

The Common Core asks students to read stories and literature, as well as more complex texts that provide

science and social studies. Students will be challenged and asked questions that push them to refer back to

problem-solving, and analytical skills that are required for success in college, career, and life.

### Kindergarten-Grade 12

- Introduction
- Anchor Standards
- Reading: Literature
- Reading: Informational Text
- Reading: Foundational Skills
- Writing
- Speaking & Listening
- Language
- Standard 10: Range, Quality, & Complexity

### Science, & Technical Subjects

- History/Social Studies
- Science & Technical Subjects
- Writing
- ELA Appendices



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## GRADE ONE READING STANDARDS FOR INFORMATIONAL TEXT

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades.*

### Key Ideas and Details

1. Ask and answer questions about key details in a text.
2. Identify the main topic and retell key details of a text.
3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

### Craft and Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

## PRIMER GRADO ESTÁNDARES DE LECTURA PARA TEXTO INFORMATIVO

Los siguientes estándares proveen un enfoque para la enseñanza de la lectura de texto informativo. Contribuyen a que los estudiantes tengan acceso a una amplia variedad de textos y actividades académicas. El rigor también se enfatiza al requerir que los estudiantes lean textos cada vez más complejos en cada grado. *Se espera que los estudiantes que avanzan de un grado escolar a otro cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores.*

### Ideas clave y detalles

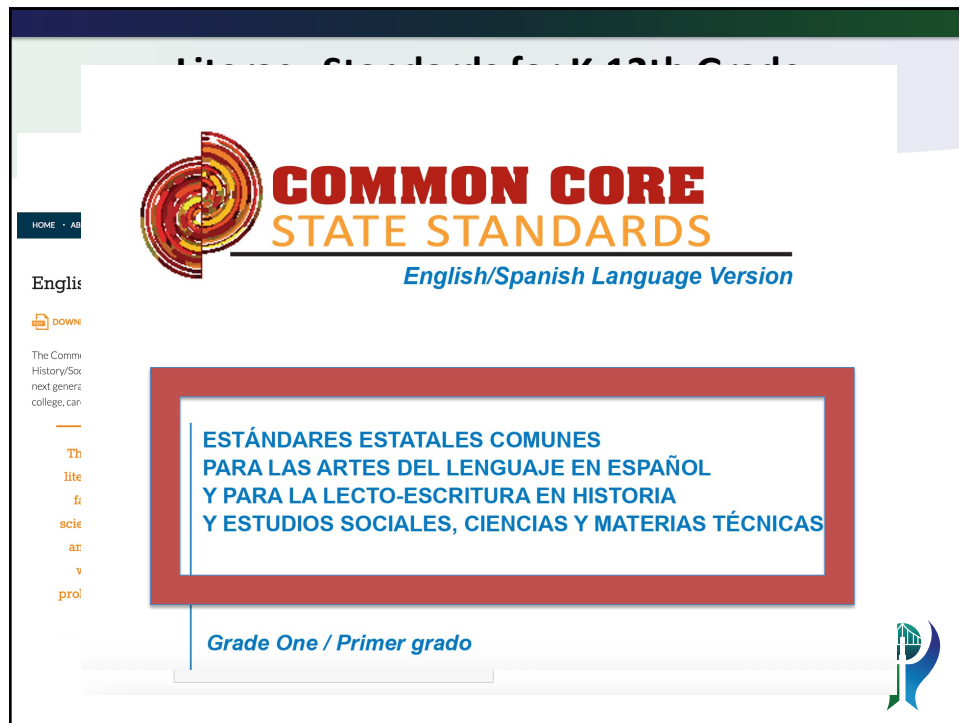
1. Hacen y contestan preguntas sobre los detalles clave en un texto.
2. Identifican el tema principal y recuentan los detalles clave de un texto.
3. Describen la relación entre dos personas, acontecimientos, ideas, o elementos de información en un texto.

### Composición y estructura

4. Hacen y contestan preguntas para determinar o aclarar el significado de palabras y frases en un texto.



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## Reading Standards

- An important takeaway about the organization of the reading standards is...
- Something to keep in mind when planning is...



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## Agenda:

- ✓ Welcome & Introductions
- ✓ Standards-based Instruction
- ✓ CA History-Social Science Standards
- ✓ CA Science Standards
- ✓ CA Common Core Language Arts Standards:
  - ✓ Reading
    - **Writing**
  - Closure and Preparing for Tomorrow



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### Meaningful Frame

Content

Reading

**Writing**

### Content:

Science,  
Social  
Studies,  
SEL,  
Universal  
Theme,  
Topic



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# Writing Standards



Melody Wharton - Center for Teaching for Biliteracy

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## Organization of Writing Standards: 10 anchor standards

Anchor  
standards for  
Writing p. 15

### CCSS.ELA Core Standards for Writing

#### Text Types and Purposes:

CCSS.ELA-Literacy.CCRA.W.1

Write arguments to support

and sufficient evidence.

CCSS.ELA-Literacy.CCRA.W.2

Write informative/explanatory

through the effective selection

and organization of relevant

and well-structured event sequences.

CCSS.ELA-Literacy.CCRA.W.3

Write narratives to develop real or

imagined experiences or events using effective technique, well-chosen details

and well-structured event sequences.

CCSS.ELA-Literacy.CCRA.W.4

Produce clear and coherent

purpose and audience.

CCSS.ELA-Literacy.CCRA.W.5

Develop and strengthen writing

through the selection and

organization of relevant

information from multiple

sources, and integrate the information

into a coherent and well-structured

text that supports analysis, reflection, and research.

CCSS.ELA-Literacy.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others

and to use digital media to

enhance their writing and

present their work.

CCSS.ELA-Literacy.CCRA.W.7

Conduct short as well as more

extended research projects to

understand the subject under

study and to gather relevant

information from multiple

sources, and integrate the information

into a coherent and well-structured

text that supports analysis, reflection, and research.

CCSS.ELA-Literacy.CCRA.W.8

Write routinely over extended time

frames (e.g., a semester) for

in-depth research and

analysis, reflection, and research.

CCSS.ELA-Literacy.CCRA.W.9

Write routinely over extended time

frames (e.g., a semester) for

in-depth research and

analysis, reflection, and research.

CCSS.ELA-Literacy.CCRA.W.10

Write routinely over extended time

frames (e.g., a semester) for

in-depth research and

analysis, reflection, and research.

Text Types and  
Purpose

Production and  
Distribution of Writing

Research to Build and  
Present Knowledge

Range of Writing

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**CA CCSS en español**


  
[bit.ly/CACCSespanol](http://bit.ly/CACCSespanol)

**To access your grade specific writing standards.**

P 16



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| <b>GRADE THREE<br/>WRITING STANDARDS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>TERCER GRADO<br/>ESTÁNDARES DE ESCRITURA<br/>Y REDACCIÓN</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The following standards for K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.</i></p>                                                                                                                                                  | <p>Los siguientes estándares para los grados del K-5, proveen un enfoque para la enseñanza correspondiente a cada año escolar, y contribuyen a que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. Cada año los estudiantes deben demostrar en su escritura y redacción un aumento en sofisticación de todos los aspectos del uso del lenguaje, desde el vocabulario y la sintaxis, hasta el desarrollo y la organización de ideas. Deben abordar temas y utilizar fuentes cada vez más complejas. <i>Se espera que los estudiantes que avanzan de un grado escolar a otro cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores. Las expectativas de desarrollo en la habilidad de escribir y de redactar de los estudiantes se reflejan tanto en los estándares como en la colección de muestras de redacción anotadas en el Apéndice C.</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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**Text Types and Purpose  
(standards 1-3)**

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| GRADE SEVEN<br>WRITING STANDARDS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | SEPTIMO GRADO<br>ESTÁNDARES DE ESCRITURA<br>Y REDACCIÓN                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The following standards for grades 6–12 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. <i>Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.</i> The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.</p> | <p>Los estándares siguientes para los grados 6–12 proveen un enfoque para la enseñanza correspondiente a cada grado. Los estándares ofrecen un punto de enfoque para la enseñanza cada año para ayudar a asegurar que los estudiantes alcancen una maestría adecuada en una variedad de habilidades y aplicaciones. Cada año en su escritura, los estudiantes deben demostrar un aumento de sofisticación en todos los aspectos del uso del lenguaje, desde el vocabulario y la sintaxis hasta el desarrollo y la organización de las ideas, y deben abordar cada vez más contenido y fuentes demandantes. <i>Los estudiantes que avanzan a través de los grados se espera que cumplan con los estándares específicos de cada grado y mantengan o desarrollen más habilidades y entendimientos adquiridos en grados anteriores.</i> El crecimiento esperado en la habilidad de escritura de los estudiantes se refleja tanto en los estándares mismos como en la colección de muestras de escritura de los estudiantes en el Apéndice C.</p> |
| <p><b>Text Types and Purposes</b></p> <p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>                                                                                               | <p><b>Los tipos y propósitos de los textos</b></p> <p>1. Escribir argumentos para respaldar afirmaciones con razones claras y evidencia relevante.</p> <p>a. Establecer la(s) afirmación(es), reconocer afirmaciones alternativas u opuestas, y organizar las razones y la evidencia lógicamente.</p> <p>b. Apoyar la(s) afirmación(es) con razonamiento lógico y evidencia relevante, utilizando fuentes precisas y creíbles, y demostrar un entendimiento del tema o el texto.</p> <p>c. Usar palabras, frases y cláusulas para crear cohesión y aclarar las relaciones entre la(s) afirmación(es), razones y evidencia.</p> <p>d. Establecer y mantener un estilo formal.</p> <p>e. Ofrecer un cierre o conclusión que siga de la afirmación y la respalde.</p>                                                                                                                                                                                                                                                                           |
| <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>b. Desarrollan el tema con hechos, definiciones y detalles.</p> <p>c. Usan palabras y frases de enlace (ejemplo: también, otro, y, más, pero) para conectar ideas dentro de las categorías de información.</p> <p>d. Proporcionan una declaración final.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

Text Types and Purpose Continued (standards 1-3)

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| Production and Distribution of Writing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Producción y redacción de la escritura                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)</p> <p>6. With guidance and support from technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> | <p>4. Con la orientación y el apoyo de adultos, redactan textos en los cuales el desarrollo y la organización son adecuados a la tarea y el propósito. (Las expectativas específicas del nivel de grado para los tipos de escritura se definen en los estándares 1-3 antes mencionados).</p> <p>5. Con la orientación y el apoyo de compañeros y adultos, desarrollan y mejoran la escritura según sea necesario mediante la planificación, revisión y corrección. (La corrección debe demostrar el dominio de los estándares de Lenguaje 1-3, del tercer grado).</p> <p>6. Con la orientación y el apoyo de la tecnología para producir y publicar escritura (utilizando sus habilidades con el teclado), así como para interactuar y colaborar con los demás.</p> |

Production and Distribution of Writing (standards 4-6)

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| Research to Build and Present Knowledge                                                                                                                              | Investigación para la formación y presentación de conocimientos                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7. Conduct short research projects that build knowledge about a topic.                                                                                               | 7. Llevan a cabo proyectos de investigación cortos que amplían sus conocimientos sobre un tema.                                                                                                                         |
| 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | 8. Recuerdan información de experiencias o recopilan información de materiales impresos y fuentes digitales; toman notas breves sobre las fuentes de información y ordenan la evidencia en las categorías establecidas. |
| 9. (Begins in grade 4)                                                                                                                                               | 9. (Se inicia en el 4º grado).                                                                                                                                                                                          |

Research to Build and Present Knowledge  
(Standards 7-9)

135

| Range of Writing                                                                                                                                                                                                          | Nivel de escritura y redacción                                                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | 10. Escriben habitualmente durante períodos prolongados (tiempo para la investigación, reflexión y revisión) y períodos cortos (una sola sesión o uno o dos días) para una serie de tareas. |

Range of Writing  
(Standard 10)

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# Organization of the CCSS Writing Standards

Opinion/  
Argument

Informative

Narrative

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# Organization of Writing Standards: 10 anchor standards

Anchor standards for Writing p. 15

## CCSS.ELA Core Standards for Writing

| Text Types and Purposes                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CCSS.ELA-Literacy.W.1<br>Write arguments and sufficient evidence to support claims in an analysis of substantive topics or texts using valid reasoning and relevant data and research.                                                                                    |
| CCSS.ELA-Literacy.W.2<br>Write informative/explanatory texts in which they introduce a topic, list facts, lists, and data, and provide relevant information and analysis through the selection and use of appropriate facts and relevant data and research, and analysis. |
| CCSS.ELA-Literacy.W.3<br>Write narratives to real or imagined experiences or events using effective technique, well-chosen details, and descriptive and sensory language.                                                                                                 |

| Production and Distribution of Writing:                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CCSS.ELA-Literacy.W.4<br>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. |
| CCSS.ELA-Literacy.W.5<br>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                       |
| CCSS.ELA-Literacy.W.6<br>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.                 |

| Research to Build and Present Knowledge:                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CCSS.ELA-Literacy.W.7<br>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.                             |
| CCSS.ELA-Literacy.W.8<br>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| CCSS.ELA-Literacy.W.9<br>Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                 |

| Range of Writing:                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CCSS.ELA-Literacy.W.10<br>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

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## Genres within each bucket

(Source: Pathways to the Common Core)

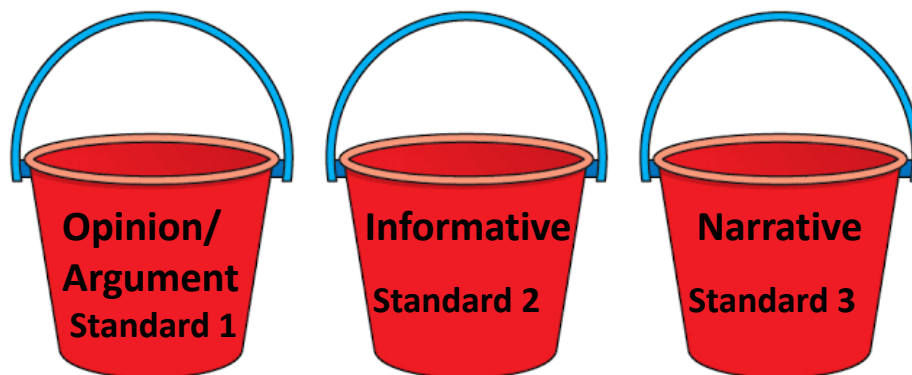
| Persuasive/Opinion/<br>Argument                                                                                              | Informational/<br>Functional/Procedural                                                                                                                                                | Narrative Writing                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|
| Persuasive Letter<br>Review<br>Personal Essay<br>Literary Essay<br>Historical essay<br>Petition<br>Editorial<br>Op-Ed Column | Fact Sheet<br>News Article<br>Feature Article<br>Blog<br>Website<br>Report<br>Analytic Memo<br>Research Report<br>Nonfiction book<br>How-to-book<br>Directions<br>Recipe<br>Lab Report | Personal Narrative<br>Fiction<br>Historical Fiction<br>Fantasy<br>Narrative Memoir<br>Biography<br>Narrative Nonfiction |

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## Organization of the CCSS Writing Standards



Standard 4 – For purpose, task, and audience  
 Standard 10 – Write routinely

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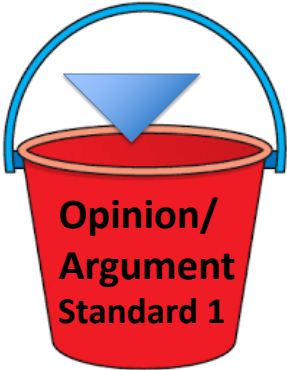
## Organization of Writing Standards: 10 anchor standards

Anchor standards for Writing p. 15

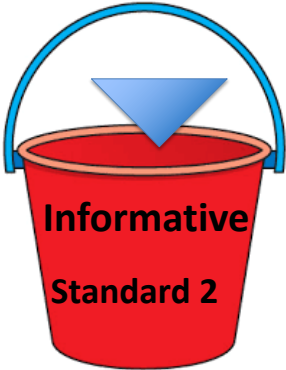
| CCSS.ELA Core Standards for Writing                                                                                                                                                                        |                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Text Types and Purposes:</b>                                                                                                                                                                            |                                                                                                                                                                      |
| CCSS.ELA-Literacy.W.1<br>Write arguments and sufficient evidence to support a claim.                                                                                                                       | Write arguments and sufficient evidence to support a claim.                                                                                                          |
| CCSS.ELA-Literacy.W.2<br>Write informative/explanatory texts that convey complex ideas and information clearly and accurately through the selection and organization of relevant information.              | Write informative/explanatory texts that convey complex ideas and information clearly and accurately through the selection and organization of relevant information. |
| CCSS.ELA-Literacy.W.3<br>Write narratives to describe real or imagined experiences or events using effective technique, well-chosen details, and a clear point of view.                                    | Write narratives to describe real or imagined experiences or events using effective technique, well-chosen details, and a clear point of view.                       |
| <b>Production and Distribution of Writing:</b>                                                                                                                                                             |                                                                                                                                                                      |
| CCSS.ELA-Literacy.W.4<br>Produce clear and coherent writing in which they state a claim, gather relevant research, and analyze the issues and/or questions at hand.                                        |                                                                                                                                                                      |
| <b>Standard 4 – For purpose, task, and audience</b>                                                                                                                                                        |                                                                                                                                                                      |
| CCSS.ELA-Literacy.W.5<br>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                     |                                                                                                                                                                      |
| CCSS.ELA-Literacy.W.6<br>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.                                                               |                                                                                                                                                                      |
| <b>Research to Build and Present Knowledge:</b>                                                                                                                                                            |                                                                                                                                                                      |
| CCSS.ELA-Literacy.W.7<br>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.                             |                                                                                                                                                                      |
| CCSS.ELA-Literacy.W.8<br>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |                                                                                                                                                                      |
| CCSS.ELA-Literacy.W.9<br>Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                 |                                                                                                                                                                      |
| <b>Range of Writing:</b>                                                                                                                                                                                   |                                                                                                                                                                      |
| <b>Standard 10 – Write routinely</b>                                                                                                                                                                       |                                                                                                                                                                      |

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## Organization of the CCSS Writing Standards



**Opinion/  
Argument  
Standard 1**



**Informative  
Standard 2**



**Narrative  
Standard 3**

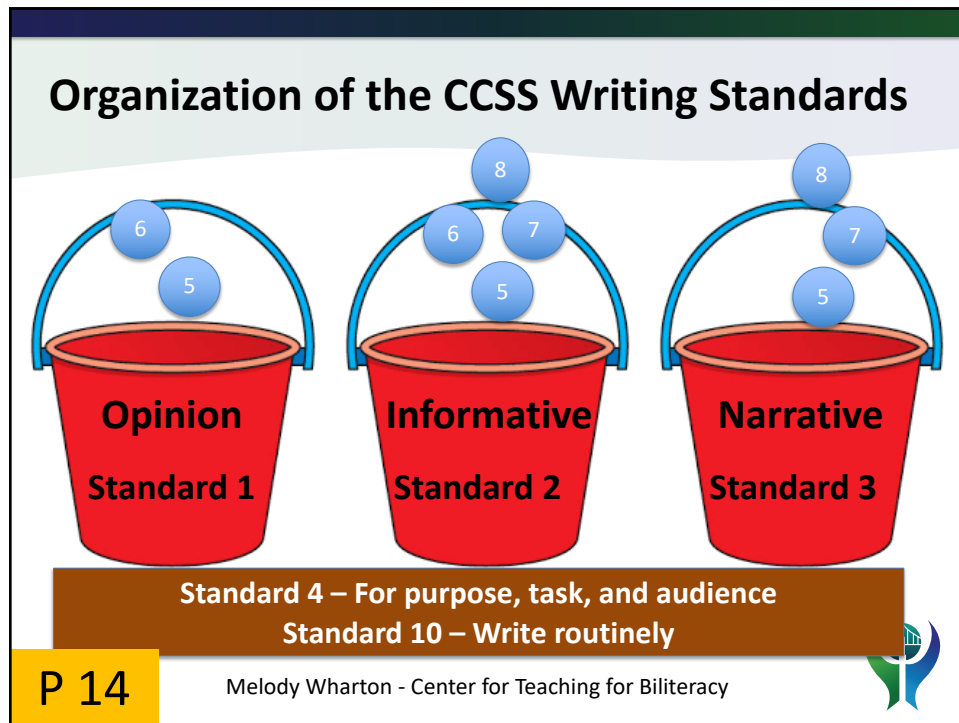
**Standard 4 – For purpose, task, and audience**  
**Standard 10 – Write routinely**

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## Organization of Writing Standards: 10 anchor standards

CCSS.ELA Core Standards for Writing

| Text Types and Purposes                                                                                                                                                                                    | Anchor Standards |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| CCSS.ELA-Literacy.W.1<br>Write arguments and sufficient evidence to support a claim.                                                                                                                       | 1                |
| CCSS.ELA-Literacy.W.2<br>Write informative/explanatory texts that convey complex ideas and information clearly and accurately.                                                                             | 2                |
| CCSS.ELA-Literacy.W.3<br>Write narratives to recount events and well-structured details.                                                                                                                   | 3                |
| <b>Production and Distribution of Writing:</b>                                                                                                                                                             |                  |
| CCSS.ELA-Literacy.W.4<br>Produce clear and coherent writing in which ideas, concepts, and information are expressed through the selection, organization, and analysis of relevant content.                 | 4                |
| CCSS.ELA-Literacy.W.5<br>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.                                                                     | 5                |
| CCSS.ELA-Literacy.W.6<br>Use technology, including the Internet, to publish writing and to interact and collaborate with others.                                                                           | 6                |
| <b>Research to Build and Present Knowledge:</b>                                                                                                                                                            |                  |
| CCSS.ELA-Literacy.W.7<br>Conduct short as well as sustained research projects based on focused questions, demonstrating understanding of the subject and the problem under investigation.                  | 7                |
| CCSS.ELA-Literacy.W.8<br>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. | 8                |
| CCSS.ELA-Literacy.W.9<br>Draw evidence from literary or informational texts to support analysis, reflection, and research.                                                                                 | 9                |

**Standard 4 – For purpose, task, and audience**

**Standard 10 – Write routinely**

**Anchor standards for Writing p. 15**

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## Writing Standard 4.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grade 4 Reading standards to literature

B. Apply grade 4 Reading standards to literary nonfiction

In other words, demonstrate application of the **READING** standard in **WRITING**.

For this reason, this writing standard is often paired with the reading standards.

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## Grade Level Standards Analysis Document Page 3

### Anchor Standard

**Anchor Standard: W.3.1** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

1st Grade:

Grade  
level  
before

2nd Grade:

Your  
Grade  
level



3rd Grade:

Grade  
level after

W.3.1  
texts,  
reason

structure that lists reasons.

**W.3.1.B-** Provide reasons that support the opinion.

**W.3.1.C-** Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.

**W.3.1.D-** Provide a concluding statement or section.

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## Grade Level Standards Analysis Document Page 3

### Opinion Writing

**Anchor Standard:** CCSS.ELA-LITERACY.CCRA.W.1 - Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

1st Grade

W.1.1- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

What do students have to do to meet the anchor standard?

How does this compare to what they have to do in 2nd grade?  
Highlight what is the same, and circle what is different

use linking words (e.g., because, and, also) to connect opinion and reasons,

W.1.2- Introduce the topic or text they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

statement or section.

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## Grade Level Standards Analysis Document Page 3

### Opinion Writing

**Anchor Standard:** CCSS.ELA-LITERACY.CCRA.W.1 - Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

1st Grade:

W.1.1- Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

2nd Grade:

W.2.1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

How does the standard grow from the grade before to YOUR grade?

Highlight what is the same, circle what is different.

phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

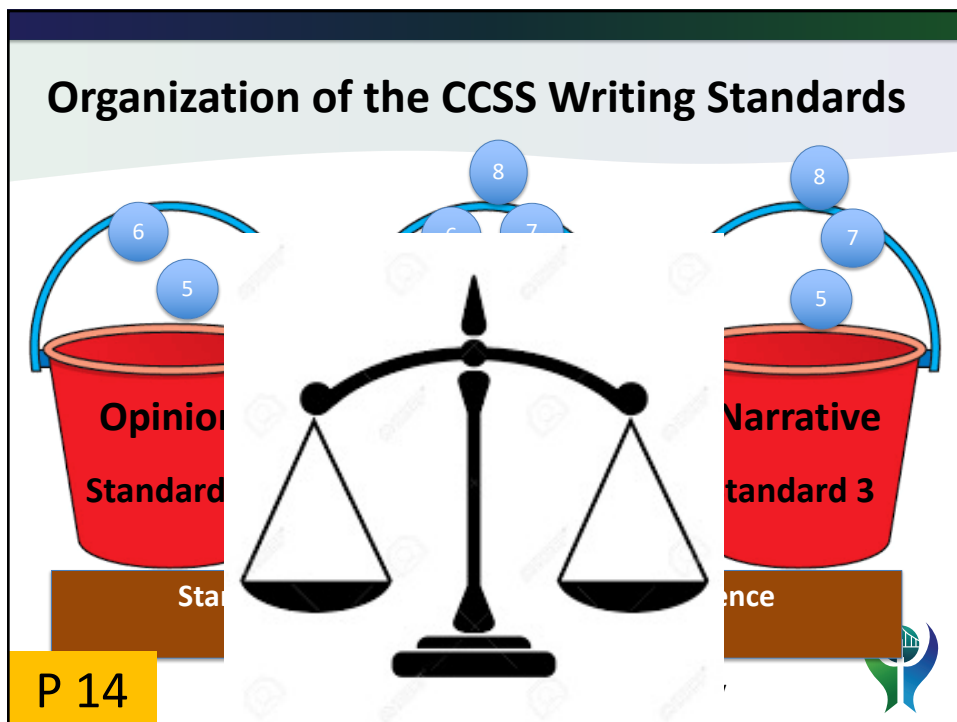
W.3.1.D- Provide a concluding statement or section.

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| Grade Level Standards Analysis Document Page 3                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Opinion Writing                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                               |
| <b>Anchor Standard:</b> CCSS ELA-LITERACY.CCRA.W.1 - Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.                             |                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                               |
| <b>1st Grade:</b><br><br><b>W.1.1-</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | <b>2nd Grade:</b><br><br><b>W.2.1 -</b> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section. | <b>3rd Grade:</b><br><br><b>W.3.1 -</b> Write opinion pieces on topics or texts, supporting a point of view with reasons.<br><br><b>W.3.1 A-</b> Introduce the topic or text they are writing about, state an |

How does the standard grow from the grade before to YOUR grade?

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# Literacy Standards for K-12th Grade



COMMON CORE  
STATE STANDARDS INITIATIVE  
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Video Map Search

Padres: para más información sobre los Estándares Académicos Fundamentales, de clic aquí.

HOME · ABOUT THE STANDARDS · WHAT PARENTS SHOULD KNOW · STANDARDS IN YOUR STATE · READ THE STANDARDS · OTHER RESOURCES

## English Language Arts Standards

DOWNLOAD THE STANDARDS PRINT THIS PAGE

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects ("the standards") represent the next generation of K–12 standards designed to prepare all students for success in college, career, and life by the time they graduate from high school.

The Common Core asks students to read stories and literature, as well as more complex texts that provide facts and background knowledge in areas such as science and social studies. Students will be challenged and asked questions that push them to refer back to what they've read. This stresses critical-thinking, problem-solving, and analytical skills that are required for success in college, career, and life.

Kindergarten-Grade 12

Introduction

Anchor Standards

Reading: Literature

Reading: Informational Text

Reading: Foundational Skills

Writing

Speaking & Listening

Language

Standard 10: Range, Quality, & Complexity

Grades 6-12 Literacy in History/Social Studies, Science, & Technical Subjects

History/Social Studies

Science & Technical Subjects

Writing

ELA Appendices



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GRADE ONE  
WRITING STANDARDS

PRIMER GRADO  
ESTÁNDARES DE ESCRITURA  
Y REDACCIÓN

The following standards for K–5 offer a focus for

Los siguientes estándares para los grados del K-5,

gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

a cada año escolar, y contribuyen a que los estudiantes adquieran el dominio adecuado de una serie de destrezas y aplicaciones. Cada año los estudiantes deben demostrar en su escritura y redacción un aumento en sofisticación de todos los aspectos del uso del lenguaje, desde el vocabulario y la sintaxis, hasta el desarrollo y la organización de ideas. Deben abordar temas y utilizar fuentes cada vez más complejas. *Se espera que los estudiantes que avanzan de un grado escolar a otro cumplan con los estándares correspondientes a cada grado y que mantengan o perfeccionen cada vez más las destrezas y los conocimientos adquiridos en los grados anteriores.* Las expectativas de desarrollo en la habilidad de escribir y de redactar de los estudiantes se reflejan tanto en los estándares como en la colección de muestras de redacción anotadas en el Apéndice C.

### Text Types and Purposes

- Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

### Tipos de textos y sus propósitos

- Escriben propuestas de opinión en las cuales presentan el tema o título del libro sobre el cual están escribiendo, expresan su opinión, ofrecen la razón para esa opinión y cierto sentido de conclusión.
- Escriben textos informativos y explicativos en los cuales identifican un tema, ofrecen algunos datos sobre dicho tema y proveen cierto sentido de conclusión.
- Escriben narraciones en las cuales recuentan dos o más acontecimientos en secuencia adecuada, incluyen algunos detalles relacionados con lo que sucedió, usan palabras que describen el tiempo para señalar el orden de los acontecimientos y ofrecen cierto sentido de conclusión.

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ELA Appendices



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## Writing Standards

- An important take away or affirmation about the organization of the writing standards is...
- Something to keep in mind when planning is \_\_\_\_\_.



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### Meaningful Frame

**Content**

**Reading**

**Writing**

### Content:

**Science,  
Social  
Studies,  
SEL,  
Universal  
Theme,  
Topic**



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| Reflection                                                               |  |
|--------------------------------------------------------------------------|--|
| I know/learned that the instructional shifts of the standards involve... |  |
| This means that in my practice, I will need to...                        |  |
| Other Notes/<br>Wonderings                                               |  |

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**What most resonated with me about the instructional shifts of the standards is...**

**The impact of the shifts of the standards on instructional design is...**



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## Agenda:

- ✓ Welcome & Introductions
- ✓ Standards-based Instruction
- ✓ CA History-Social Science Standards
- ✓ CA Science Standards
- ✓ CA Common Core Language Arts Standards:
  - ✓ Reading
  - ✓ Writing

**Closure and Preparing for Tomorrow**



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## For tomorrow, please bring:

- Device
- Unit 1 and 2
- Any other planning materials your team uses to plan
- You will need to have access to the standards and grade level frameworks (ELA, SLA, SS, and Science) whether electronically or in hard copy (printed).



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